child study

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By-lines

GLADYS GARDNER JENKINS writes of *Untidiness: Mountain or Molehill* from her own vantage point of mother and grandmother. This personal perspective is heightened by her numerous professional activities, including that of discussion leader for parents and teachers in child development and family life education. She is also a writer, and co-author of several books, the most recent of which, *These are Your Children,* was published last year.

LOUISE D. SCHIDDEL and MARTIN KASSAN, co-directors of The Counseling Service, a private agency in the Bronx, N. Y. offering guidance on parent-child relations and marital and personal counseling, know whereof they speak regarding *Dawdling and Laziness in Children.* Psychiatric social workers with many years' experience in child guidance, they are very familiar with these two common concerns of parents.

Her training and experiences as a graduate of the Smith School of Social Work, a wife and mother, and more than two years in Turkey have enabled RACHEL L. RUSTOW to portray the changing trends in modern Turkish family life with unusual insight. The conflict between old and new culture—and accompanying attitudes—is brought clearly into focus in her article.

Cover photograph by SUZANNE SZASZ.

Co-stars Danny Kaye and Boon-Ting of "Assignment Children" say "swasdi" (hello) in Thai style.

Photo courtesy UNICEF

As we go to press, the U. S. Congress will be debating the request from UNICEF, the United Nations Children's Fund, for a $15,000,000 contribution for 1955.

While our legislators ponder the modest UNICEF budget, we as citizens might remind ourselves of some meaningful facts about this United Nations agency which the United States helped to found and has helped to support during the eight years of its existence. First, it should be borne in mind that actual payment of U. S. funds is based on matching funds contributed by other governments, and that any project assisted by UNICEF draws on complementary funds, facilities, services and personnel in the beneficiary country. But perhaps it is even more important to review such statistics as these: five cents for vaccine to protect a child in Pakistan against tuberculosis . . . twenty-five cents to safeguard a whole family in Burma for a year from malaria . . . twelve cents to treat an infant in Liberia crippled with the scourge of yaws . . . 2,500,000 children *per month* getting badly needed milk and medicine.

UNICEF accomplishments like these are dramatically shown in the new Danny Kaye technicolor feature, *Assignment Children,* which has been translated into 18 languages and is now being distributed on a non-profit basis by the producers, Paramount Pictures, to theaters all over the world. This vivid twenty-minute report of Mr. Kaye's experiences with children in Burma, Hongkong, India, Japan and Thailand brings statistics to life and gives hundreds of flesh and blood reasons why we and our government should continue to give UNICEF generous support.

Be sure to ask your local theater to show this film.

By the staff of the Child Study Association

Understanding the signals of children's behavior

Labels and stereotypes may help us to "classify" a child's actions, but are not so helpful if we seek real understanding

Children's behavior is a language of its own, often literally more "telling" than words—if we know how to listen. What a child does—or does not do—may even contradict what he says, but it is likely to lead us to an understanding of his inner world that we cannot reach even through the closest attention to his talk.

Understanding children's behavior is part of a parent's job, no doubt about it. And indeed, it is one of the things parents do instinctively and often with a marked degree of success in the everyday course of events. It is surely no news to any mother or father that actions speak louder than words! Yet sometimes we throw up roadblocks in the path of understanding, and it is worthwhile when we try to assess the meaning of a certain kind of behavior to be aware of these obstacles and look for ways to remove them.

It would, of course, be dangerous to assume that there is any one key to the meaning of a child's acts or attitudes. Moreover, there is such a thing as respecting a child's right to some emotional privacy, some room to move around in his feelings and fantasies without the sense of an ever-watchful eye always ready to detect a signal in every tone of voice or bit of play. Yet surely, without attempting to be all-wise, or unduly prying, we can usefully try to translate for ourselves the language of behavior.

What are some of the things that are apt to garble these translations—to make us come up with an interpretation which proves of little help in really understanding the meaning of behavior in our children? A very common one is the temptation to give a label to a certain instance or kind of behavior, and automatically consign it to a stereotype before we have looked at it carefully. We call a child "lazy" when he fails to be "up and doing," or "timid" when he holds back from taking a new step or "stubborn" when he rejects a suggestion. But these ready-made labels have not actually told us anything useful about the child, and may hinder us in finding ways to help him.

Other articles in this issue of CHILD STUDY will explore the possible meaning of some specific kinds of behavior and the unwisdom of relying on a single word to describe them. But here we are considering in more general terms the results of trying to cope with any kind of behavior in children simply by giving it a name. True, parents can, and must, perhaps, have opinions concerning behavior: what they

consider good or bad, foolish or sensible, disagreeable or attractive, allowable or dangerous is a part of themselves and their whole way of life. To keep these judgment values out of their relations to their children would leave the child suspended in a neutral world without support or the safety of boundary lines. Yet the ever-ready judgment, the quick pigeon-holing and labeling of a child's behavior, can also slam the door on further exploration.

The dangers of labeling

Once we have given Johnny the label "stubborn" we have already made it that much harder for ourselves to get at the *why* of what he is doing. Further, we have made it all too easy for ourselves to put the same label on this particular kind of conduct the next time it appears, although in the two cases the behavior may actually have quite different causes and meanings: these sharp little words have a way of digging grooves in our mind. Gradually, Johnny emerges as "a stubborn child" instead of one who shows, at times, a resistance which we find annoying and do not understand.

Another kind of labeling that has its dangers is the description of whole categories or broad ranges of behavior in phrases loaded with our emotional distaste or approbation. "I don't want my child to be a 'goody-goody,'" says one mother emphatically, and thereby automatically decides that an acquiescent child who finds it easy to conform is unacceptable to her. This prejudgment will also keep her from evaluating the child's behavior in terms that would be helpful in handling it: is the child who is quiet and inclined to "do as he is told" acting this way out of fear, timidity, or need to please, or in retreat from coping with the world around him? Or is he really just doing what comes naturally to him?

The little girl who is overly fastidious may be called "a perfect doll" by her fond parent who, in bestowing this intended compliment, never stops to consider that the little girl may be an inhibited "doll" indeed, and badly in need of normal childhood experiences. Again, a father who has set his heart too firmly on having his son be what he calls "an all-round boy" may be quite complacent about some aggressive behavior because it fits in with his conception of real masculinity. He may be right—but it is also possible that this particular piece of mischief is not due to high spirits and overflowing vitality but to a number of other less obvious factors that need to be recognized.

In fact, it is one of the characteristics of labels and categories that they tend not only to obstruct understanding and misdirect our attention, but to give us an easy out. With our anxiety relieved by a handy phrase, the need to do something more constructive than praise or blame is often drained away.

"She's just doing it to get attention" . . . "he's only trying to get my goat" . . . "she's just showing off; don't take any notice of her" . . . "he isn't 'ready'" . . . "he does it because he lacks security" . . . "he'll grow out of it." These, for instance, are some common phrases that may put us off further exploration of a child's actions. Any one of them may be true, let it be emphasized, and may serve as well as any other words to sum up a situation or (another catchword!) a "phase." The danger is not that they are used at all, but that they are used too soon, too readily, with too much finality.

Parents' feelings and reactions

How can we guard against reacting to a catchword instead of to a child's behavior itself? How can we learn to recognize—sometimes even to discount—what we are reacting *with;* namely, our individual tastes, prejudices and the feelings rooted in our own past experience? Of course, a parent will find some things harder to take than others. To change our feelings and strong reactions may not be possible. The way in which we *handle* behavior, though, *can* be modified. "I can't stand the way that

boy lolls around the house," one father says; and a mother, "Why can't that child sit still for a single minute—she drives me crazy." The same actions which these two parents find so distressing might not cause irritation in two other parents. Objectively considered, neither a slow tempo nor hyperactivity may be, in itself, so disturbing. It is a happy circumstance when our own and our children's temperaments match. But when they don't (and they may be miles apart and clash violently), we can only accept the fact of difference and hold in check our impulse to see it as an affront to ourselves.

The parent who refrains from quick conclusions or clichés, and who takes into account his own emotions and prejudices in relation to his children's behavior, has cleared the way for better understanding. He has opened his eyes and ears to what his children are trying to "say," consciously or otherwise, verbally or in actions.

The overtones of behavior

Yet the language of behavior may still be obscure; careful listening is needed, for the overtones are as important as the loud chords. Children often express their feelings indirectly. It would be much easier, no doubt, if the child who is lonely would openly ask for company, but sometimes it doesn't work that way for the simple reason that he may not know "what ails him." A little boy in school suddenly stormed to his teacher that the whole class was "against him." Since he normally took part in classroom games and activities, this seemed to the teacher an unlikely explanation of the morning's unusual outburst. Sure enough, a little exploration revealed that his mother and father had left that morning for a trip. His sense of desertion had, perhaps, been shifted from parents to classmates, at least in his verbal expression of it.

This kind of displacement, this shifting of a feeling from its real cause to a secondary object or circumstance, can take place in time as well as in objects. A twenty-month-old boy, for instance, accepts without protest his mother's departure from the playground when she leaves him with another familiar adult. But when she comes to get him he runs to her in a storm of tears because it is only when he sees her again that he recognizes suddenly the loss he has been feeling while she was absent. A baby may take with apparent equanimity his first encounter with aggressiveness, in the form of an afternoon of rough treatment from a three-year-old; but in the middle of the night he wakes screaming.

Causes may be complex

Once we have recognized the fact that the connection between a given incident and its cause is not always obvious, we have made a real gain. Yet here, too, it is important not to see ourselves too readily as expert detectives.

A child's nightmare may reasonably be connected with "too much candy" or that TV program that seemed over-exciting. But to satisfy ourselves at once with the explanation which, on the face of it, seems most logical may be to miss the boat altogether. Has the child seen other programs, and eaten other rich foods without disturbance? Were there some other happenings during the day that might have played a part in his bad dream? Or has he perhaps had other night-time fears when none of the candy-TV factors were present? There are a multitude of things to consider, and if our first explanation does not take account of them all, or prove helpful in dealing with the situation, we have to keep the lines of inquiry open.

It's human nature to want to find *the* explanation and hard to admit that sometimes we simply don't know enough to do so. But we must learn to be wary of our own too-ready explanations. This does not mean that we cannot go ahead with practical measures to help the child when there are indications that something is amiss with him. Even if we don't know the exact *why* of his fears or shyness we can give him reassurance. Nor do we have to give up

looking further for the reasons for his behavior just because at first they elude us. Again, however, it is well to remember that parents are not called upon to be probers of deep and complicated problems—there are people trained in searching for the bases and meaning of emotions and actions to whom we can turn.

What about the quiet child?

If the signals which a child gives are sometimes hard to catch, what of the child who doesn't openly signal at all? What about the quiet one who doesn't ask many questions or seem to be interested in matters that absorb others of his age? Again a cliché tempts us: "Still waters run deep," we may say, with a kind of pride in this superior "deepness" of our child. Or there is again the easy conclusion that he or she isn't "ready," because he hasn't been able to put his questions into words or self-explanatory actions. The child's right to a certain amount of reticence, and to grow at his own pace, certainly should be unquestioned. Yet to the young child who, over a period of time, seems not to be "interested," we can at least offer the chance to take the next step forward. Just waiting may mean missing the moment when he could most easily have taken this step, even though he is not one of those who seems to know how to make his needs felt and understood: in the language of behavior he is not, one might say, very articulate.

Restraint in interpretation

Nor are we omniscient. It would be too bad if we were, for there is such a thing as being over-understood and a child may well feel it as something of an intrusion if the parent interprets his behavior to him before he has even had a chance to come to grips with it himself. In fact, it is a good idea not to feel compelled to tell a child everything we think we know, or to "explain" him to himself verbally, even when we feel pretty sure we have found the right clue. The words almost certainly mean different things to the child and the adult. And, moreover, no person, big or little, likes to feel that he is "an open book" to another. There is no more irritating phrase than "I understand you better than you understand yourself"—even when it's true. Very often it is not.

To be aware, to the best of our abilities, of what a child is conveying to us by his behavior, and yet not bring too great an intensity to the study or the significance of each little act and expression may seem a hard balance to strike. It needn't be. Perhaps one answer lies in the approach which sees behavior as continuous—an overall pattern. Sometimes an isolated act, or one consistent way of behaving, may tell us something. These will be straws in the wind to serve as an indication—something, perhaps, to watch, a problem to be eased or a new ability to be encouraged. But, except in a real emergency, we can take time to assess these signals and to relate them to other parts of the child's behavior. We need not seize on one piece of evidence out of the context of all the moods, actions and words that go into his day-by-day living.

Single trait vs. whole person

Though there is danger in regarding all troublesome behavior as "just a phase," and "he'll grow out of it," there *are* things which are acceptable (or endurable) because they occur at an appropriate age, and because the youngster has given evidence before of being able to go from one stage of growing up to another with reasonable ease and on a reasonable timetable. Just because these changes can occur, it is usually a good idea to distinguish between one set of actions and the child as a whole personality. For example, whatever you and your husband may say after Barbara's bedtime about some curious misstatement she has made, it will probably be better to deal with the incident as "having made up a tale" (if that's actually what it amounts to) than to call the child a "liar."

You may also be tempted to call your 13-year-old daughter a "brat" because of her

freshness and overbearing manner with young and old. But these ways of behaving do not sum up her total personality, whereas the word seems to do just that, shutting out everything likeable, everything that belongs to her as an individual rather than as a "typical teenager." To see that your boy is very untidy, and to say so, is one thing. To call him a "perfect slob" is another. The difference is—or may seem to the child—as wide as that between saying "I have a nice child who has some faults," and saying "I have a bad child."

In trying to catch on to the language of behavior, it is natural sometimes to put direct questions to the child, but not always profitable. "What's the matter, Harry? What's bothering you?" is a perfectly sensible question, and it *may* be that Harry can tell you. Or it may not. He may not know. To say something—anything—he may give a made-up answer. Unless his explanation seems to clear things up, it is just as well to reserve judgment and watch for other clues.

Reserving judgment: that in itself is perhaps the nearest thing we can find to a master key. In the first place, our judgments may be wrong, and we have to face that fact. Living with behavior, "listening" to its language, reacting to the behavior and not the name or label by which it is too glibly called, these are some of the things which can help parents. These are the ways by which we may understand better what is conveyed—whether plainly or deviously—by children's behavior.

New parent group pamphlet

With funds graciously provided by the Good Neighbor Federation of America, the Child Study Association of America has just published a new pamphlet, *When Parents Get Together: How to Organize a Parent Education Program.* Written by Gertrude Goller with a committee of other CSAA staff members, this booklet will serve as a guide to individuals, groups or agencies interested in developing parent group education programs. (Available from CSAA at 50c per copy.)

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By Gladys Gardner Jenkins

Untidiness may have as many meanings as there are members in the family. Realizing this helps us to cope with the problem

Untidiness—mountain or molehill?

"Untidiness"—the very word sparks most mothers into verbal action. It seems to be a common problem in almost every home. But why does it cause such a vehement verbal outpouring? What does it mean to mothers, and what to children?

To most parents it means a constant battle against things which are cleared up today and strewn about again tomorrow. It spells the inevitable cleaning up and clearing up which sometimes makes house cleaning seem virtually useless. Perhaps, in reacting with such annoyance to a "mess," many mothers are expressing resentful feelings about the never-ending labors of housekeeping which seem to have so little obvious, permanent effectiveness.

But there are many kinds of untidiness. There is the inevitable morning untidiness of an active household. Magazines and books, comics and ashtrays left from the evening before; the hobby spread over the desk (that model car Tony hasn't quite finished—"Don't put it away, Mother, I want to work on it when I get home from school"); the blocks and animals already, at nine o'clock, scattered over the living room floor, where three-year-old Betty left them when she heard Mother beating up the waffles for breakfast; the room upstairs, with the unmade bed, the open closet door, the pajamas in the middle of the floor flung there when fourteen-year-old Jill dashed off to school promising, "I'll clean up when I get home, Mother!" Then, too, there is the morning paper dropped on the nearest chair as Father headed for the bus. Mother stands looking at it all with something akin to despair.

To the mother it means not only work, but a question: how to get the family to be a bit tidier, a bit more cooperative about picking up? She wonders how her neighbors do it—Mrs. Shawn's house, for instance, is always immaculate when the women's club meets there. She forgets that she has never dropped in on Mrs. Shawn at nine o'clock in the morning, and as she goes about the picking up she may wonder whether she is failing her family in some way. Surely children—and fathers—should learn to be tidy. And so she may worry and brood as she begins to straighten up and get to the day's household jobs.

But what might being untidy have meant to the children? To three-year-old Betty, little or nothing. Her interest shifts quickly from one thing to another. She had been happily absorbed in her blocks until the whirr of the egg-beater in the kitchen distracted her. The little child does not leave his things about out of wilful naughtiness. The idea of being tidy is something he must gradually learn. The parents' expecta-

tions and their example at clean-up time, whenever that is convenient in a particular household, gradually help the little child to establish a habit of putting things away. This is fortified when he goes to nursery school and finds that all the children put their toys away as a matter of course at clean-up time.

A small child is not capable of clearing things up all by himself, and many mothers defeat their purpose when they expect such a task. Young Mrs. Towne sat on the bed in Tim's room for two hours while he first yelled and then sobbed because she insisted that he must put away his toys all by himself. "But if he doesn't begin now he will grow up to be untidy," she told her neighbor when, worn out, she slipped over for a cup of coffee and some reassurance that she had been right. However logical her argument seems on the surface, it is most unlikely that Tim will acquire a taste for neatness through such experiences.

Teaching by example

At first it works best to teach a child by example. When we have finished with things we put them away—that is "the way we do it in our house." Nothing much need be said, for youngsters are very observant. Sometimes a child will follow his mother around and "help" with the job. Her attitude of expectation and the tone of voice with which she says, "Let's clean up now and then we'll have a story" convey to the child the feeling that this is normal procedure. Also, it helps in establishing a habit if the mother works along with the youngster until the toys are put away. "Let's see how fast we can get the blocks into the box," she says, and begins to throw them in. Sometimes the child will only watch, but usually he will take part and gradually he will learn that toys are put away when playtime is over. But, we have to be prepared for the fact that the toddler's imitativeness is more a game or a way of staying close to his mother, and can't be expected to carry over into real responsibility. It will be many years before most children manage all the clean-up entirely alone. If mothers feel discouraged when they look at a cluttered up playroom floor, how overwhelming a job it must look to the small child! It is too big a task for him yet.

Some mothers say, "Why not make the child put away one toy before he gets out another and so avoid the clutter?" This may be a good plan when it involves such activities as painting, crayoning, finger paints, clay, scissors and cutting or tearing paper. These activities require special materials which should not be used in other ways. Paints left out may tip over, clay be trodden into the floor, and crayons used for writing on the walls. But such a requirement for other toys—blocks, dolls, cars and animals for instance – might prevent really creative play. The little child combines many of his toys together as he plays. His blocks make stations for his trucks and trains. His animals combined with blocks become a farm. His dolls move into a block house which is even more fun than the store-bought dollhouse. He needs freedom to use them as he will, even if clutter results.

Children are more likely to learn to put toys away if convenient shelves are provided. If the toys are thrown helter-skelter into a closet, it only means that one mess is substituted for another, and that the child makes the clutter worse when he wants a favorite toy and must pull everything out of the depths of the closet to find it. This is true of a toy box, too.

Sometimes parents expect too much

Sometimes if a little child does not enter into the game of picking up or "helping," it may be a sign that his parents are expecting too much of him in other ways. This may be his way of saying, "You're making growing up too hard for me. I want to be a baby still and have you do everything for me." Most little ones will not want to help every time, but if they *never* want to help, or continually throw a tantrum at clean-up time, it would be

well to stop and think. Has Cindy had too stimulating a day? Is she too tired? Has pick-up time come too late? Would it have been better to have turned her toward some quieter activities before she got so tired? Has she been acting this way toward many things lately – could I be expecting too much too soon?

Untidiness and the school-age child

As the child gets older, untidiness may mean many things. It may simply mean absorption in a hobby such as Tony had found in his model cars, or a project which involves collecting many items. In either case, such an interest usually means leaving out unfinished work or boxes for the collection. This is a constructive untidiness. The youngster knows why his things are not put away. His mind is on them and they mean a lot to him—witness his fury and real distress if his work is cleaned up by an adult or disturbed by a small brother or sister. This problem can be met by respecting the youngster's interest, providing for him a legitimate surface on which to leave things spread out, and giving him shelves and boxes for his tools and collections. If the child is old enough, he will take added interest in putting his things away if he is allowed to design the kind of shelves he needs himself, and if his father will give him a helping hand in building them. We have to be realistic and acknowledge that where living space is cramped some kinds of projects or toys may not be possible. Naturally, we would want to keep these curtailments to a minimum.

But the untidiness of the school-age child may also mean rebellion against too many pressures in the household, much as it did with the little child who never wanted to help. It may have nothing to do either with putting things away or with any interest in keeping them out. It may, rather, be a general rebellion against conforming when the demands for conformity are too constant and have no meaning for the child. Quite often it is a simple negative response to the nagging which the child experiences constantly throughout the day. A child often resents what he interprets as his parents' lack of faith in his capacity or willingness to do things, just as he often responds positively to a reputation for being an efficient "cleaner-upper." He takes the attitude, "Well, if they don't think I can do it, I won't." If a child has no interest in returning to the playthings or equipment he has left out, but just lets things accumulate, it would be well to think about his relationships within the family. Does he feel, for instance, that he really belongs and is a wanted and appreciated member of the family group, or does he feel that he is more or less expected to get into trouble or is less well liked than his brothers and sisters?

For another child, untidiness may simply be the result of a full, busy and active life which makes cleaning up of secondary importance. This is what it meant to Jill. She was quite interested in keeping her room neat and tidy when she was in the seventh grade. Now it usually is in a mess, and her good intentions to clean it up are not carried through. Her mother is particularly distressed over what seems like the loss of a good habit. Jill replied to her worried questioning, "But last year, Mother, I was bored. This year everything is such fun I don't have time to clean up."

Overdoing neatness

Sometimes a very neat and tidy youngster is working out his insecurity by keeping things "just so." Sometimes he feels that this is the way to win acceptance from mother and father, since he always gets their praise for being a good boy and so neat and tidy. It may mean, too, that when he was little too much emphasis had been placed upon toilet training as "being clean," so that he developed a fear that being "dirty" meant being "bad." A little less tidiness might be a wholesome sign that other interests were drawing this youngster away from his preoccupation with cleanliness. Such a child may even need help and encouragement in entering

into play in which he *does* get dirty—and finds that it is quite all right to do so. He may need opportunities to use his hands in clay and finger paint, so that he can find there are acceptable ways of being messy. Such a youngster may signal his real feelings to us by hitting out at other children in the family if his belongings are touched or misplaced. Just like some grownups, he tries to surround himself with the security of *things.*

Restoring self-respect

As children grow older and meet other frustrations and failures, we sometimes find certain ones whose experiences seem to be too difficult for them to handle. Such a youngster falls behind the expectations of his family both in school and at home. He may develop a pattern of discouragement and feel, "I'm no good. Why should I bother to keep my things looking nice? I can't do anything anyway." This is a child who needs help in finding things he can do well, a lessening of the pressures to achieve that which is beyond his ability, and appreciation from his family for what he is. As his self-respect returns, he may be helped to take more interest in his appearance and in the care of his possessions.

In many families, untidiness is just the family pattern. Mother may give lip service to tidiness, but her own drawers, closets and kitchen shelves are a clutter. Father can never find what he wants in the basement or on his work table. In such a family, parents are asking too much when they expect their children to be tidy—although sometimes the children find out for themselves the advantages of putting things away. It is not uncommon to find a youngster in a home like this who begins to tidy up the family and to keep his own room in order out of protest and rebellion against the confusion which he has experienced with the family pattern.

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But often untidiness is just poor family planning. In these days when many families live in attractive but small quarters, there just may not be enough convenient shelves or places to put things. The more compact the house, the more tidiness is necessary if the family are to live comfortably and have room even to sit, let alone carry on their activities. It is often a case of finding places to put things away. There needs to be a place for everything, not just for most things, otherwise the clutter can pile up until it is hard even for the grownups in the family to sort it out—and it becomes frustrating to move things from here to there and back again. Perhaps what we need is systematically to rid ourselves of those possessions which are no longer needed or enjoyed. Many is the housewife who is worn out trying to cope with too many things. Many of us store away possessions which will never be used and could be of benefit to other people. The old-fashioned spring and fall housecleanings have much to recommend them if they involve giving or throwing away items which have no further use for their present owners. But a word of caution: be sure the child has a part in deciding what is to be thrown out —that "beat up" toy that the parent sees as useless or outgrown may still be the child's dearest treasure, even if he hasn't looked at it for months!

Cleaning up—a family enterprise

When things have been allowed to pile up through the busy days of family life, sometimes to older children, just as to the smaller ones, the task of cleaning up their room looks pretty discouraging. Often a Saturday morning or even monthly family clean-up is a good device, especially if mother and father lend a helping hand to get them over the hump. Of course, it would be ideal if things were never allowed to accumulate. But realistically this is too much to ask in most homes. When cleaning up is done as a family enterprise it often takes on more zest than when it is unwillingly done in response to a command from father or mother. In the same way, a jointly made "master plan" on how to keep the house picked up is more likely to bring results than outraged or frustrated demands that the "mess" be coped with "at once." It helps to post a list of jobs on the bulletin board and the names of those who have agreed to do them. Children feel more responsible, and responsive, when they have shouldered a certain chore themselves than when mother nags them.

If youngsters are too busy and engrossed to do much daily cleaning up, they and their parents can come to some agreement on how long things may be allowed to drift—with, perhaps, Saturday morning as a deadline. However, it may be helpful for the parent to keep in mind that there is a stage — usually from nine to twelve years — when messiness seems a part of normal development. Even children who have acquired good habits of tidiness before this age are likely to have dirty necks, drooping socks and cluttered bedrooms. There's nothing much to do about this but to sit it out and keep our expectations to a minimum at this time.

Families face a choice

But sometimes a family is going to have to make a decision: "What kind of a family are we? Do we really *want* to be tidy—or do we enjoy things just this way?" For tidiness always implies a choice. It can become an end in itself and so destroy the spontaneity of family life. To some parents, mothers in particular, a neat, well-kept house brings a sense of security. It is something tangible, a badge of success with which to win the approval of friends and relatives. Women are not helped to see tidiness in perspective by the emphasis on the "clean, uncluttered look" in modern home decoration. They see in the magazines pictures of lovely homes — usually without any life in them — and sometimes the comparison between their own homes and the "gracious" rooms they would like to have makes them irritated with the normal clutter of family living.

It is possible, too, that the house gets more of a mother's attention and interest and of the father's care than do the children. If Mother seems more emotionally involved with the appearance of the house than with its usefulness as a home for the family; if Father keeps his lawn as a show piece instead of a spot on which children can play; if there is constant emphasis upon not tracking mud on the kitchen floor, not marring the furniture, or playing on the sidewalk instead of in the yard; children may take out their resentment by refusing to pick up their things or to show any interest in the attractiveness of the home. Parents who put the appearance of the home before the active life that goes on within it are making a mountain out of untidiness when it could be a molehill. Each family must decide for itself the importance of tidiness to them so that it may be seen in perspective. Only in this way can it be put in its proper place in the life of the family and be met with common sense and either acceptance or good planning.

CSAA Committee on Desegregation

In September, 1954, the Board of Directors of the Child Study Association of America established a special Committee on Desegregation.

In doing so, the Board reiterated the Association's long standing concern with "the cultural factors that are bound to impinge upon and help to mold the quality of family life."

Before taking this action, several members of the Board and Staff had discussed the possible contribution of the Association toward lessening the tensions that are sure to arise as communities move toward implementation of the Supreme Court's decision against segregation in the public schools. There had also been considerable exploration with other agencies and strategic individuals who are working in various areas of this problem.

Mrs. Elizabeth Bradley, Director of Community Relations for CSAA, attended the South-wide Conference on Desegregation held in January of this year at Fisk University and also attended recently a similar meeting of representatives from adult education organizations in Washington, D. C.

There is increasing recognition of the importance of parental attitudes in this particular area, and all organizations and individuals with whom the Association has conferred are agreed that its experience in parent education should be of vital and long-range assistance in building those positive attitudes which alone can make this period of transition one of real and healthy growth.

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By Louise D. Schiddel
Martin Kassan

Dawdling and laziness in children

Exasperating, yes. But laziness and dawdling actually have a positive role to play in a youngster's emotional growth

"Quit dawdling," said Helen's mother, exasperated by seeing her nine-year-old daughter just sit on the end of the bed with one sock on and the other dangling from her hand. The words penetrated, yet Helen went on thinking about how mad she was at her little brother. Then suddenly a pleasant thought chased the irritation away: "Boy, would my pink dress look nice at Kitty's party—if only mother would get me those new party shoes."

"Mother," she drawled, "can we get the shoes by Saturday?"

"I'm not saying whether we can or not. And this is the last time I'm telling you. Get dressed and come to breakfast."

Helen pondered, half lost in fantasy, yet aware that her mother was angry with her. She hadn't meant to disobey, she was "just thinking."

Helen's mother, like many other parents, was finding her daughter's dawdling aggravating. At times, she lost her temper. And understandably so! Few things can be more provoking than what appears to be a child's total disregard of a parent's expectations.

Dawdling and laziness occur in many forms, from infancy through adulthood and old age. Dawdling is usually thought of as occurring during the earlier years of childhood, and laziness during the adolescent years. Most parents use the term dawdling to describe a child's behavior when the child does not do what the parent asks of him in the expected time. It makes its appearance most often in the daily procedures of eating, washing and dressing, toileting and going to bed.

The term laziness has a little different meaning, but has many factors in common with dawdling. A lazy person is defined as "one disinclined to exertion or work, an idler, a slow-moving person who seems sluggish." Parents usually use the term laziness to describe a child's behavior when he has not performed all or enough of the tasks asked of him, no matter how much time is allowed.

As every parent knows, the problem of laziness often crops up in connection with school work and music lessons, household tasks and the routines entailed in "looking nice." Sometimes a child even seems "too lazy to go outside to play and get some fresh air." It appears that parents find the lazy child's facade a harder one to cope with and feel more thwarted by it than by occasional dawdling. You can propel a young dawdler into action, they seem to feel, but how do you move the inert adolescent?

Our mothers looked on such behavior as "dilly-dallying." Our grandmothers may have called it "daddle-toodle"—an old-fashioned word meaning "to go with short, uneven steps, as a child or old person." Actually, this expressive term gives us a clue as to why dawdling behavior is a common thing. The child *is* going forward in his growth with short, uneven steps, whereas his parents have already gotten into their stride and have certain well defined patterns of behavior. As parents and children walk together, the child goes off on many tangents, lags behind the parent, loiters and plays around with many things. His parents are more "goal directed," have perspective and are interested in helping the child to get where he is going. Both are headed in the same direction. But helping the child make reasonable progress involves working out a delicate balance between parental authority and guidance, which the child needs, and the child's own readiness and desire for some personal self-direction.

Handling different temperaments

From birth, children show variations in their responses, one being born "with his hair standing up," and another "a contented butterball." Although we do not actually know the roots of these inborn "temperamental" traits, we do know that parents have to take them into account in handling each individual child and his problems. The bearing of this fact on a parent's approach to laziness and dawdling is simply that some children do seem to have a naturally slow rhythm. This is not changed — though sometimes changes do take place — by saying that the child is "born lazy," and trying by constant admonitions to get him to quicken his pace. A "slow-motion" child is not one who is failing to cope with a situation, but one who must approach it in his own way and in his own time.

A baby's behavior is not usually called dawdling. True, mothers are apt to be a bit pressing when their babies are slow about eating, going to sleep or accepting toilet training. But in general they do allow for the baby's need for a little time to explore, test out and take in new experiences. However, when Johnny, a seven-year-old, splashes around in his bath and shows no interest in actually "bathing," a parent is less likely to accept this behavior. A ten-month-old baby sitting and making waterfalls with his cereal may be found amusing. But when Jane, age eight, just messes with her food and appears to be playing miniature golf by putting the peas into the potatoes, it is a rare parent who can sit by calmly, let alone see anything amusing in it.

Don't we all dawdle?

It is natural for a parent to be concerned when he feels that his child is not outgrowing a stage of development, and is clinging to babyish ways. But is dawdling necessarily babyish? Don't we all, like Jane, take time out to cogitate, plan, reflect and dream? We may not be so obvious about it, and we've learned to cover up our lapses with mechanical motions, but we find ourselves woolgathering, perhaps while at the sink doing the dishes, or at the office, apparently intent on our work. Usually, there is no one around to tell us, "Quit dawdling and finish what you're doing," though our time sense and other pressures usually serve to snap us out of it. Children have not as yet acquired these adult patterns. Although it is hard for parents to avoid exasperation at their youngsters' erratic or "unreasonable" tempo, it is helpful to realize that time is an abstract concept which children do not grasp easily or early. Nagging does not hasten its acceptance.

On the other hand, to ignore completely Johnny's or Jane's dilatory ways may not be what's called for. There comes a time, in most cases, when parents should actively help their child to focus on what he is doing and what must be done. Sometimes a child is asking a parent not to let him "stew in his own juice" any longer, and welcomes the parent's making a decision for him. Also, there are occasions when the

importance of an event—such as catching a train, or keeping a medical appointment—makes it necessary for the parent to use his authority. The reason for this can be explained to the child, perhaps with a promise that "later on we'll have plenty of time for play."

When the child is old enough to have at least the beginnings of a sense of time, some parents have found it useful to substitute a kitchen clock for vocal reminders. Set for a time which the child has agreed is reasonable, the impersonal mechanism can make the interval needed for progress in getting dressed or finishing a task seem factual instead of something maliciously invented by grownups. The grownups themselves are glad not to be cast in the role of prodder and mover at every turn.

Easing the way

The time lapse which occurs when we ask a child to stop doing something pleasurable and turn to a task often looks to the adult like dawdling, plain and simple. Mrs. J. comments: "First I can't get him to stop playing and take his bath, and then I can't get him out of the tub and into bed." True. But a child needs help in giving up an enjoyable pastime. Such phrases as "supper in fifteen minutes," or "bathtime after the next record!" help prepare the child to move on to the next task or activity. The use of games like "piggy-back to bed" or a promise of shared fun—"If you get through, we can have a whole story tonight"—makes the transition easier.

The behavior which we call "laziness" can, like dawdling, be a normal and important aspect of a child's emotional growth. Some of a child's answering back or refusals of parental suggestions may, for instance, be signs of a healthy groping for independence. Inwardly he may be thinking—or simply feeling—"I don't want to be pushed around by my parents all the time. Sometimes, I want to make up my own mind." While a parent cannot accept all the child's decisions or refusals, he can bear in mind that immediate and absolute obedience is more apt to be a sign of the cowed and fearful child than of a "good" child.

The acceptance of mature concepts of responsibility is a slow and difficult process, in which the attitudes and examples set by older people are of great importance. Thus, in trying to understand a child's laziness, we might examine the way we ourselves feel in asking him to do a certain task. Does Billy have to take out the garbage because he's low man on the totem pole and no one else above him will do it? If so, can he be expected to take on this chore cheerfully? Have we given Tommy a voice in planning or choosing the stints expected of him? Does he see them as a privileged responsibility, or a resented obligation we have imposed on him? Has real incentive been provided for the child to do a given task? Or has the approach been: "Do it, and don't say another word about it," or "He'll do it, if I keep after him!" or "I'll pay him for it"? Goading or using threats and bribes may result in getting a particular chore done, but for the child there is little carry-over value, and he approaches the next task with, if anything, more resistance than before.

Praise for improvement

An adolescent boy of fourteen put his finger on another aspect of this whole problem when he commented: "When I do something good, they say, 'that's nice, but when I do something bad, I never hear the end of it!" This boy was describing his difficulties in meeting his parents half way when he always got an overdose of disapproval and a minimal or cursory statement of appreciation. From time to time, a parent needs to note and remark on the positive things in a child's behavior to avoid tipping the balance on the side of negative comments. The value of encouragement is almost too obvious to need comment. Yet, even though we may exclaim over his latest picture or over a clean dinner plate, we take it so for granted that a child should do certain things in an allotted

time that we are apt to be remiss in praising improvement along these lines.

It isn't easy to watch Jack slouch around the house Saturday morning, grudgingly doing the few tasks asked of him, and *then* to see the change in his pace and attitude when his friends call him. He moves quick as lightning, dresses, eats lunch and tears out of the house. His mother wonders, "Why isn't he willing to do things that way for me?"

The peer-group standards

Part of the answer lies in the fact that an adolescent will often listen to his friends more than he will to his parents. His peer group takes on a new importance, and their sanction or disapproval of him will, in some areas, weigh more than the parents' standards. As for the rest, doing quickly and energetically what we like and dragging our feet over distasteful activities is so much a part of human behavior at any age that we can hardly blame Jack for following the pattern. Still, we can't indulgently allow him to rely totally on the peer groups' standards, for these are still unstable. Jack needs and wants a certain amount of direction, even when he seems to reject and resist it.

At times an adolescent will finish a task in record time, yet the very next day nothing will get him to do the same job. Few of us are the same from day to day. We are all lazy at times, and we are entitled to be so. A child is not sure he wants to grow up, and the extra responsibilities he sought and accepted the day before may seem out of his reach the next day. An acceptance of these inconsistencies will prevent us from making them into problems. A child will feel less reluctant about accepting responsibilities if he can feel that he is not irrevocably committed to a certain task.

In our day and age, more and more of the child's time is controlled and regimented, even though it may be with activities which he enjoys and for which he has asked, such as music lessons or Boy Scout meetings. How much of his day is really free time, all his own, even to do nothing, if this is what he really wants? How much leisure does he really have? Leisure has been defined as time we spend in which we are responsible only to ourselves, and work as time we spend in which we are responsible to others. Is his refusal to carry out some task a rebellion against what he feels to be constant encroachment by others on that treasured possession called time?

Many expressions of dawdling and laziness fall within a so-called "normal" range, but in persistent and continuous form they are usually symptoms of something that is troubling the child. "What do you do," says one parent, for instance, "when a kid is lazy practically *all* the time? I have to be after my boy constantly!"

Obviously, dawdling and laziness can create real problems in the parent-child relationship. A very common one is that

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which springs from the parent's anxiety when he feels that his child is not using all his resources, and sees this as "laziness" which will lead to school failure, social maladjustment and other distressing symptoms. The phrases "he could do better if he tried," and "she's got plenty of brains, but she's just plain lazy" are ones by which parents and teachers, too, often try to deal with a kind of behavior that needs more careful scrutiny and understanding.

Some meanings of passive rebellion

We have seen that dawdling may be a child's way of trying to reach a measure of independence—to "get out from under" a seeming burden of parental controls and directions. Where these controls are in fact excessive, the child's passive rebellion deepens and becomes harder to resolve.

In another context, a child may be asking for parental attention. "About the only time my parents really pay attention to me is when I do something for them to complain about" is the way it seems to him. His negative behavior, then, does bring him a satisfaction in the form of increased attention that he does not achieve in any other way.

In other instances, a parent's unrealistic expectations may result in the child's feeling hopeless and incapable: "No matter what I do or how I do it, they're never satisfied." Feeling that he can never succeed, he is reluctant to put forth what he feels will be useless efforts. In some cases, strong feelings of inadequacy and failure force a child to retreat into fantasy, and this in turn may mask itself as absent-minded dawdling and indolence.

These are a few important examples of what may lie behind dawdling and lazy behavior, particularly where it is pervasive and of long duration. In taking stock of such possibilities, however, parents may find they have translated their anxieties regarding a child's welfare into pressures on him. Professional help may be needed to evaluate objectively the status of the parent-child relationship, and with such clarification the parents may find they can make some changes in their handling of, and response to, the child. Where there is a complicated battle of wills, the pattern may be self-perpetuating. The child cannot be the first one to alter it. So it is the responsibility of the parent to take the initial steps to change it.

In general, however, it is helpful to remember that much of our children's laziness and dawdling is not only inevitable but a positive part of their efforts to feel their way gradually and experimentally forward. Patience and guidance have to go hand in hand in dealing with this part of childhood development, as in so many others. For it is always true that emotional growth cannot be demanded, it can only be nurtured.

Leadership training extended

The program of training public health nurses in leadership of parent discussion groups, begun in March, 1954, by the CSAA for the New York State Department of Health with sponsorship by the U.S. Children's Bureau, is to be extended to the field of prenatal education. The nurses in the project are currently conducting parent groups in their own communities, under the auspices of their local health offices and with supervision from the Association's staff. Beginning in April, 1955, the program will develop for these same leaders the implications of newer concepts of the group educational approach for classes for expectant parents.

UNICEF day at camp

Originated in 1954, the idea of a *UNICEF Day in Camp* was shared last summer with hundreds of camps in the United States, Canada, Europe, Australia. It provides an opportunity for American campers to broaden their knowledge of other lands by creating and participating in international programs that are fun to do: they may learn new customs, games, songs and dances—to name a few items—native to boys and girls on the other side of the world, and they will know more about the background of some of their own fellow campers.

Camp directors and counselors may write for the UNICEF Camp Kit, which sells for $1, to: United States Committee for UNICEF, Room 1860, United Nations, New York.

Family living in modern Turkey

By Rachel L. Rustow

This picture of Turkish families meeting rapid change yet clinging to old ways reflects vividly the human impact of world trends

Turkish society has undergone a very fundamental transformation in the last twenty-five years, one specially marked in the growing cities. Ataturk's sudden introduction of Western ideas in almost every phase of life was little short of a cultural revolution in a country whose customs till then had largely been those of traditional Islam. Unlike the immigrant who comes to America seeking a new way of life, the average Turk had not asked for so fundamental a change, though in retrospect he generally approves it.

How did some of the sudden changes affect Turkish family life? What confusions and anxieties resulted from the many innovations and what attempts are being made to resolve them? How has the suddenly emancipated young woman and wife responded to her new role in society? What is there in middle class family life that makes the average Turkish child seem so much quieter and more docile than his American peer? Why does the first generation of educated young adults growing up under the new regime seem quieter and socially more inhibited than the Europeans and Americans whose thinking they have been taught to adopt in such large measure? Finally, how have Western educational ideas and Eastern tradition combined to give so much stability, real or apparent, to modern Turkish family life?

These were some of the questions that began to interest me after we moved to Ankara over a year ago. The following report does not pretend to answer them exhaustively, but reflects the ideas and opinions of a number of young parents, educators and doctors whom I got to know well during our stay in Turkey and who willingly tried to answer my many questions. All of them belonged to the educated government and professional groups of Ankara; the majority of the women were under forty years of age. These people represent an important part of modern Turkey, but it must be remembered that some eighty percent of the Turkish population continues to live in small villages where life has as yet been much less affected by the many cultural changes. My knowledge of village life is very limited and derives mainly from a few publications[1] as well as from contacts with domestic workers who came to Ankara seeking employment.

Many modern families, even in the cities, still include three generations and the oldest member is, of course, the most respected one. If the grandparents do not actually live with the younger generation, they are apt to live nearby and the grandmother

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1 *A Village in Anatolia.* By Mahmud Makal. Oxford University Press; New York, 1953.
The Autobiography of a Turkish Girl. By Resat Nuri Guntekin. George Allen & Unwin; London, 1949.
Life in an Anatolian Village. By Paul Stirling. Unpublished manuscript; Ankara, 1952.

especially plays a large part in the children's lives. To them she is a source of unhurried attention and spoiling; to the young mother who attempts to try out new concepts of child rearing she may be a source of serious conflict. When a grandparent does not live with the young family it is the father to whom the others defer, in keeping with Near Eastern (and most European) tradition. Sibling position is of great significance, and there is much rejoicing if the first child is a boy. Relatives in other communities, however distant, are considered part of the family and are visited whenever possible. Holidays, both secular and religious, are occasions for family visiting. Birth, circumcision and death all call for formal family visits, and in addition there are many more casual gatherings.

The role of the modern Turkish wife, and her relationship to her husband, are difficult to assess. Fortunately, my women friends were very ready to talk about themselves once they had come to trust me. The average young woman marries earlier in Turkey than in the States, though most of my friends had completed school or college first. Some had met and chosen their husbands quite independently, but in several instances families had played the traditional role of bringing two young people together and carefully chaperoning the courtship.

New careers for women

A rapidly increasing number of women have careers before marriage and many keep on working after marriage, at least till the first child is born. Even then they may take just a few months off, before delegating the care of the infant to an older relative or servant and returning to the job, though they usually come home briefly during the day to nurse the child. The cost of living is high and government officials as well as young professional people are very inadequately paid, so that the wives in this group are justified in giving a financial motive as the major one for holding a job. However, many others frankly admit that they prefer work to staying home, and a few wives whose husbands' high social position apparently precluded their taking a job openly envied their more fortunate working friends. Turkish women seem to have considerably less guilt about leaving young children than we do, though at the same time they are often critical of the "old-fashioned" grandmother or illiterate village maid who takes over while they are at work.

Social contacts are restricted

Though new work opportunities are constantly opening up to the emancipated young Turkish woman, she is still heavily handicapped in making social contacts freely on her own. It is difficult for her to attend a concert, exhibition or lecture unescorted, and as her husband may well prefer to relax at home after the late dinner, most women have to stay home in the evening though a few take their teenage sons as escorts to meetings or other affairs. Social outlets during the day are similarly limited and strictly confined to other women. Few people like to be alone much of the time and Turks especially seem to dread even temporary isolation.[2] Thus many women turn to cards and social teas, usually with friends they have known since school days. Such gatherings tend to be fun for a while, then they often deteriorate into an exchange of general feminine discontents. Children frequently accompany their mothers and sit for hours with the perfect manners of little adults.

As the mother of a pre-school child, I was especially eager to learn what my friends considered important about infancy and the first few years. But let us start with pregnancy. Abortions, while illegal, are fairly easy to obtain and are sometimes used by middle-class women as a substitute

2 One is reminded of the fear of the void which characterizes so much of Moslem art. Take, for instance, the decorative surfaces on Mosques where every inch of space is carefully covered with ornate designs.

for effective contraception. On the whole, however, pregnancy is considered a cause for joy in the entire family circle. Unlike the pregnant village wife, who works as hard as ever in fields and at home, a middle class expectant mother is in a very protected and privileged position. She is expected to be emotional, moody and given to odd cravings. Her husband remains much in the background, as does his family, otherwise so important in all affairs. Having a baby is strictly the young wife's business though she usually consults with her mother at every step.

When a baby is born

Increasingly, babies are born in hospitals or clinics, though many women still prefer the comfort of their own home, with a midwife in charge. Medical standards are generally high in the cities but the shortage of nurses is so serious that the constant attendance of relatives is essential if a hospital stay is to be made bearable. Unfortunately, the work of the trained nurse is still considered a menial task rather than a profession and few young women enter it from choice. Deliveries are usually "natural," that is, with a minimum of sedation, but are often long and painful due to lack of adequate preparation on the mother's part. There is now some interest in training for natural childbirth, and the American Hospital in Istanbul offers classes for expectant mothers. A Turkish woman in labor is rarely left alone, which gives her a distinct advantage over most American women. After delivery she is kept in bed for many days and often weeks. The now accepted practice of making American women get up within twelve hours of delivery horrified my friends.

Every mother is expected to nurse her baby and this tradition is strong enough to cause real hardship for a mother who is unable to do so. One young friend of ours had her first child in America, was unable to nurse him and raised him successfully on a formula. After she returned to Turkey a second baby was born. Again she failed to produce enough milk, but her father, himself a doctor, refused to let her consult a pediatrician. Only after the baby was half starved and the mother seriously upset by a deep sense of failure was a formula grudgingly given. While she was pregnant, as well as during her attempts to nurse, her family urged excessive amounts of starches and beer on her and now, at twenty-five, she has lost her youthful figure. Concerned about their figures, a small number of women have recently elected not to nurse, following an American practice now outdated but misinterpreted here as very fashionable.

A baby is always put on his back, since it is thought he might choke on his stomach. Many babies in Turkey, as in several other countries, are still wrapped in swaddling right after birth, and some families continue to swaddle for a number of weeks or even months. The swaddling is applied firmly enough to restrict free movement of arms and legs. The original reason for swaddling was undoubtedly to preserve body warmth. In the villages where protection against the cold has always been a serious problem, swaddling is a very understandable practice. Turkish hospitals, however, as well as an increasing number of city apartments, are steamheated so that the average city baby is no more threatened by cold than he would be in any other country. I asked many people why, under these circumstances, the age-old practice was still followed. Many parents believe in swaddling a baby at least from the hips down to prevent his curling back into the comfortable uterine position which, they

CSAA at NCSW

At the forthcoming National Conference of Social Work to be held in San Francisco, the Family Service Association of America and the Child Study Association of America will have a joint session on Tuesday, May 31 on Group Education and Group Treatment. Two papers will be read, one by Gertrude Goller and Gunnar Dybwad on *Goals and Techniques of Parent Group Education,* and one by Sanford Sherman on *Goals and Techniques of Group Treatment Service.*

think, might cause him to have crooked legs for life. Swaddling absorbs urine readily and thus allows the use of a single batiste-thin diaper—a heavier diaper or rubber pants again might prevent the legs from being straight. Peasant women who cannot afford the many changes of swaddling use ordinary brown soil, sterilized on the stove and sifted to powder consistency, to dust on their babies before the swaddling is applied.

Turkish emphasis on cleanliness

Great bodily cleanliness is a marked Turkish characteristic. (It is probably rooted in the Koran which prescribes many daily ablutions.) A child, however poor his home, is usually spotless and is taught very early never to touch dirt. In many middle class homes toilet training is started earlier than even Turkish doctors advocate. Small children are rarely left alone during the day and always sleep with their parents or a maid at night. It is thus easy for the mother to discern the minutest sound indicating need to defecate, even in a very young infant. Naturally, many children do not remain trained after this very early start, and any setback is a great source of concern. I was never successful in interpreting to my friends why we now tend to delay toilet training till the child is willing to cooperate. They were even more critical of, and actually repelled by, our casual manner of changing soiled diapers, without elaborate ablutions to follow.

Tradition still holds that the baby's eating and sleeping schedule should be firmly established before he reaches his fortieth day. Should he still need night feedings by then, he will "dominate his mother for life," it is said. Frequently there is conflict on this point between a well-meaning grandmother and modern pediatrician, with the unfortunate young mother caught in between. Most babies are nursed on a regular schedule till about nine months, the exact time of weaning depending on the mother's personal needs. Village mothers usually nurse much longer, not only as a convenience, but also in the hope of staving off the next pregnancy. Curiously enough, this method seems to be fairly effective among Near Eastern peasant women, though much less so among Western peoples.[3]

Turkish mothers introduce solid foods later than we do, but from the start the baby is expected to eat the amount and kind of food determined by the mother. (Adults tend to indulge freely in their favorite dishes and to pass up others which they dislike.) Few Turkish middle class children eat with their parents before they reach school age. This insures pleasant, undisturbed meal times for their parents, but often deprives a child, especially an only one, of the sociability that makes eating more fun. Battles over food are very common and many of my friends considered this their number one problem. This was confirmed by a prominent pediatrician who added that many eating difficulties are caused by the traditional desire for large, heavy children. A thin, wiry child, however healthy, is an automatic cause for concern, especially to his grandparents who are always ready with advice and with sweets. The average Turkish diet contains more sweet foods than ours and in addition many children are allowed liberal amounts of candy between meals—I was considered cruel for attempting to ration our little boy's consumption of sweets and chewing gum, and thanks to the well-meaning maid, janitor and store clerks, never succeeded.

Demonstrations of affection

Turkish children are rarely left to cry more than a second, whatever the cause may be. Infants are often given pacifiers and older children candy to help them over minor troubles. Adults love to pick up children, to hug and stimulate them in a variety of ways to bring on a smile again. Peasant servants often offer their empty

3 This opinion was expressed by an Israeli physician who treats large numbers of women in both categories.

breast to an unhappy two- or three-year-old. I also encountered the practice of masturbating little boys "because they like it so much." Educated mothers censure such measures, but they do believe children should be shown a lot of demonstrative affection. Many consider Americans too cold and measured with their youngsters. In Turkey any passer-by will stop to play with a willing child. Much of this play, such as constant pinching of cheeks, lifting the child to test his weight or pretending to take away some beloved toy, is quite exciting. Children come to depend on the constant presence of adults and are rarely left alone with a toy to explore the world independently. Nearly all toys are imported and good ones are extremely expensive. A tricycle, or even such essentials as a bag of blocks, may involve a real sacrifice for some families and naturally the child is cautioned to use his toys with the greatest care.

Most mothers readily help a child over minor troubles, but many leave the handling of major problems and discipline to the father. Looking back at the results, some mothers have regretted this, since many children came not only to respect their fathers as head of the household but also to fear them. On the other hand, mothers consider themselves too weak to mete out really effective punishment. Few fathers seem to take time to play with small children though they may help older ones with the homework. Children of all ages tend to confide primarily in their mothers and remain very close to them as they grow up, and many unmarried young men elect to continue living at home even when they could be independent.

Worry about minor mishaps

Adults as well as children tend to worry considerably about minor illnesses and injuries. Children on the street or playground are cautioned not to run too fast lest they fall (and, incidentally, dirty their clothes). There is a generalized fear of draughts and catching cold which adults seek to combat by excessive layers of clothing both for themselves and their children. This common anxiety about small matters is in striking contrast to the bravery and heroism expected on other occasions, primarily of boys and men. I was most puzzled by the prevalent attitudes regarding circumcision, which is usually delayed till the little boy is at least three years old, and often until he is eight or ten. Tradition prescribes week-long festivities and often a group of boys is circumcised together, so wealthy parents can donate free surgery and presents to the poor boys. Today many educated parents are eliminating these ceremonies and merely take the child to the family doctor or the hospital where circumcision is performed skillfully but without anesthetics.

Since many boys tend to worry about injury to their genitals, especially between the ages of three and six, I inquired about the emotional after-effects of this surgery, but no parent I spoke to could recall any

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reaction other than some brief crying which was quickly stilled by congratulations and presents from relatives. Several friends explained that every little boy is prepared from earliest infancy for this event which initiates him to manhood, and which is purposely delayed till he is old enough to show his bravery. They thought that pain, when expected, is not frightening, whereas minor injuries, for which no one can prepare, are naturally cause for much more concern. A few mothers said that they would like to spare their boys the pain of circumcision by having it done in infancy, and an increasing number of pediatricians agree that this would be much better for many reasons.

Generally speaking, the ideals of bravery and heroism are deeply ingrained in Turkish tradition. They form the theme of many nursery rhymes and stories, and training for hardship is a major motive for the month-long fast during Ramazan. A teenager who fasts for even a few days enjoys considerable prestige. Death on the battle field is considered the most direct road to Heaven and every Turkish soldier who dies in battle is termed a martyr.

Schooling and Western influences

Most children remain in the protective home atmosphere till they start school at the age of seven. So far there are only three nursery schools in Ankara and as yet no specialized training for nursery teachers. However, first grade teachers and parents, especially those with only one child, are rapidly becoming aware of the many advantages of nursery school education. For the present, the average middle class child meets fewer children, and his mother fewer mothers of other children, than they would in America. Once in school, the child is turned over to that most respected person in Turkish society, the teacher—American teachers might well envy the prestige accorded their colleagues at every academic level in Turkey, even though the pay remains equally inadequate in both countries. Most parents defer to the teacher's judgment even when a major issue is at stake.

Eastern traditions are strong, too

An old proverb says that roses grow where teachers hit, but corporal punishment is now rare in the cities. The classroom atmosphere of primary schools has been strongly influenced by the teachings of John Dewey and is often quite progressive. Junior high schools and the lycées, on the other hand, were set up along French and German lines and both academic demands and discipline are quite severe. There is little if any time for extra-curricular activities and sports, much as the Turks love athletics. As the present severe shortage of teachers and building decreases, educators hope to institute a more balanced academic program. At the moment a well-educated but rather subdued young adult emerges from the schools to enroll at the university. There he takes copious but not always discriminating notes on formal lectures delivered by the professor. He worries about his grades, since the Eastern tradition places learning above everything else, and the whole business of being a student is much more serious than in our country.

Like his parents before him, the Turkish child growing up today is still faced with the difficult yet challenging task of achieving a synthesis between two divergent cultures. The sudden break between the permissive atmosphere of his early school days and the rigid demands of advanced schooling and university life is only one example of the contradictory pattern that has resulted from the too sudden impact of new ideas upon old. Young married women and mothers are faced with an equally serious dilemma. Turkey needs them in almost all phases of her business and professional life and urges them to take their place side by side with men. At the same time, powerful tradition, personified in a critical older generation and sometimes in conservative husbands, restrains the young women from making meaningful social contacts on their own and from satisfying the many cultural

interests which their Westernized schooling has awakened. As a result, the middle class woman's place is still pretty much the home. Yet this is not as acceptable to the women themselves as formerly and a marked degree of conflict often results. Little wonder, then, that many women try to channel all of their energies into raising their children, or that when they try to teach them manners and self-control and to prepare them for intensive schooling they seem to pass on some of their own frustrations and anxieties.

Rituals aid adjustment

It seems to me that Moslem ritual continues to play an important role in the lives of even those adults who are barely conscious of still adhering to it. I would venture the guess that such a link with the past as the constant use of protective sayings, especially in relation to children (originally to ward off the Evil Eye) helps Turkish parents in some measure to ignore mounting tensions and conflicts. Continued adherence to the old Moslem tenet that envy is a sinful emotion has to some extent, perhaps, helped the Turks adjust to the increasingly competitive nature of their society. The characteristic fatalism of the East, which absolves the individual from personal responsibility in all major crises, undoubtedly works to soften the emotional impact of critical situations. These powerful forces may account in large degree for the remarkable stability most Turkish adults seem to have in spite of the many conflicting currents in their modern society.

In this combination of new and old, where the modern pattern is introduced yet becomes strongly tinged by an ancient heritage, Turkey today may well present a sort of preview of what we may expect to see in many other parts of the world as the mingling of various civilizations is accelerated. And some index to the effects of this process will always be found in the ways of families and the rearing of children.

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Parents speaking—

What shall we do when our teenagers shut us out?

The Child Study Association of America has the opportunity of knowing many parent groups and their leaders, both at Association headquarters and in other community settings. The following material is from a discussion among parents of young teenagers, which occurred during the fifth of a twelve-session series of meetings. The purpose of these groups was to give parents the opportunity to share their questions and experiences. Names have been changed to conceal identities; and the leader's activity has been omitted to highlight only the words and situations as the parents presented them.*

The Lesters came in breathlessly just as the meeting was about to begin. They had hardly sat down before Mr. Lester said soberly, "Ann and I are worried about Tommy—or maybe it's our relationship with him that worries us. Tonight he sat at dinner and hardly said a word. He looked annoyed when I asked if anything was wrong. This isn't the first time this has happened. We're stumped. Tommy's been behaving this way, on and off, for the past few months. If he seems worried or upset about anything and we ask if we can help, he gets annoyed, and either tells us to leave him alone or just growls at us."

Several parents nodded during this account as though they, too, were familiar with this kind of situation. Mrs. Bost said, "You know that everyone who knows Lucy thinks she's such an open child, and I always thought so, too. But in the past few months she sometimes comes home from school looking unhappy. If I ask her what's wrong she answers 'nothing' in a real angry way." Other parents told of similar experiences with their eleven-, twelve-, and thirteen-year-olds. Several said that what worried them was that they could sense when their children felt troubled, but were rebuffed in their efforts to help.

Mr. Taylor seconded his wife's comment: "After all, it's only natural that we should be interested in our children's welfare." Mrs. Weston started to agree, then suddenly stopped short and asked, "Is it really only our children's hurt that bothers us? As I think about it now, I wonder if I'm not just as much bothered by the feeling of being shut out and not having my kid turn to me for help."

The group members talked then of the times when they feel "cut off" by their children. Mrs. Stevens told of an incident of the previous week, when Jimmy went through two days growling and sulking at everyone in the family. "At first I ignored it, thinking the mood would pass. Then I got worried and asked, but he changed the subject. Then I got mad and told him that if he wouldn't let anyone help him then he shouldn't take his sulks out on us. I really was worried, so I kept trying to find out what was wrong. He wriggled and squirmed, but finally told me that his latest crush is going to the square dance with someone else. It seemed to me that he felt better after we talked about it."

Mrs. Wagner wasn't sure that it was helpful to Jimmy to be forced to talk to his mother about this situation. Mrs. Bost said that Lucy talks readily enough about what she does away from home; it's her feelings and reactions that she doesn't discuss as freely as when she was younger. "Ask her, 'how was the party?' and all she says is, 'okay.'" Mr. Wagner commented, "It used

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* For a description of various parent group programs, see *How to Organize a Parents' Group*, CHILD STUDY, Spring 1954, pp. 23-28.

to be fun to talk with Laura; we could always tell how she felt about experiences and people. Now her accounts of what she does are dry as dust."

The discussion had a solemn note. Mrs. Bost commented, and others agreed, that she felt she should be able to let her Lucy decide what she did or didn't want to tell her parents. But it was hard not to probe. She, too, thought that parents were as much troubled about being shut out as about seeing their children worried or troubled. Mr. Morris suggested that most of the time parents have to let children choose what they will reveal.

"But how can we get across to our children that we are sympathetic and concerned when they are troubled, and yet don't mean to pry?" asked Mrs. Payne. Mr. Lundy, who up to this point had been giving the discussion his concentrated but silent attention, said that he tried to gauge his actions by the duration and intensity of David's upset mood: "The boy is usually a sunny youngster, with the normal amount of 'off' moments or days. On the rare occasions when a bad mood lasts longer than usual, I insist that David tell me what's troubling him. One time the boy seemed resentful of my efforts, but on a couple of other occasions he seemed grateful to be able to talk out his anger or worry."

Mrs. Berger and Mrs. Miller both suggested that parents can sometimes help just by telling the child they are sorry he is troubled; often the youngster neither needs nor wants any other help. Most of the group felt that adults have to be cautious about offering a teenager a direct invitation to talk about what is bothering him, if he seems touchy or wary; that there are indirect ways of making the same offer that a child may find less prying.

Before the discussion ended, there was general agreement that it was hard for parents to see their children move on to a period of life when their inner lives were more shut off from adults. But these fathers and mothers agreed that they should respect the need for privacy and independence which increases as youngsters get into preadolescence.

From time to time, we hope to publish in this department short articles by parents written out of their own personal experience. Contributions will be welcomed, as will letters, like the one below, commenting on the articles in this or other departments in the magazine. Both will be used as space permits.

A reader comments

To the Editor:

The article *Parents Speaking*, by Frances P. Simsarian, appearing in the Winter 1954-55 issue of CHILD STUDY magazine seemed to me an excellent presentation of the problems in combating prejudice, and a good statement of the many difficulties in the path of parents who would like to see their children grow up without this social disease. However, the author quotes approvingly as an example of "winning the battle against prejudice" the following statement: "It's taken for granted on our street that Protestant children may participate in some of the Jewish holidays, and that Jewish children take part in Christmas and Easter."

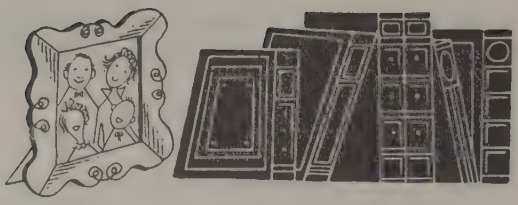
I do not feel that this is the way to combat prejudice, but rather the way to create a watering-down of religious beliefs. As a Jewish mother and as a social worker with knowledge of the feelings of Jewish families, I do not think Jewish children should celebrate Christmas, which I see as the paramount religious expression of a different faith.

I have long felt that while the elimination of prejudice is a battle that will take a great deal to win, it ought not be won at the sacrifice of the identity of minorities, or even at the watering-down of the viewpoint of the majority. One of the greatest strengths of American democracy is the continued existence of all kinds of minority groups.

The battle *can* be won through the proper teaching of respect for differences, while maintaining one's own form of worship. It would seem to me that the article *Parents Speaking* has seemingly "solved" a most difficult problem at far too high a price.

In every other respect, however, I feel that the article is excellent. It does not evade some of the most basic difficulties in education for tolerance, and succeeds in presenting the parents as they really must have spoken.

MRS. SAMUEL STEIN
Cleveland, Ohio



Book reviews

The Negro and the Schools
By Harry S. Ashmore
Chapel Hill: University of North Carolina Press, 1954. $1.25.

Harry S. Ashmore, Executive Editor of the *Arkansas Gazette*, possesses either the keenest sense of timing of any American alive or he is extremely lucky. How else can you account for the fact that on the very day that the United States Supreme Court set forth the doctrine that segregation in public education is no longer constitutional, Harry Ashmore's book was published? One is almost led to believe that Mr. Ashmore had a pipe-line to the Supreme Court!

I must confess I picked up Ashmore's book with mixed feelings. This, I thought, would be another rehashing of old familiar facts about the education of the Negro in the South. Further, having been so close to the subject for many years I was afraid I would not have enough perspective to give a really good evaluation of this work. My fears were groundless. When I got into the book I found out that here for the first time were marshaled in succinct form the main lines of the development of the education of Negroes in this country, and there was an effective correlation of all of the data developed by the research team. Mr. Ashmore tells an exciting story about the movement of the Negro from the position of a supplicant asking for educational hand-outs in the early days to one where he expects his rights as a citizen under the law to be respected. He has learned his way to the highest court of the land.

Until now, someone has always had to step in and pick up the educational slack for Negroes. After reconstruction, it was the dedicated church men and women, white and black, from the North and East, who came South and helped bridge that difficult time when Negroes were supposed to be satisfied with the odds and ends of a tight educational budget. A little way up the ladder their education became the responsibility of the philanthropists like the Rockefellers, the Rosenwalds and the Peabodys. In the Rosenwald school building program, for instance, the foundation put up part of the money for schools, the public officials added some and the Negroes themselves went into their pockets and raised money for the purpose of helping build "public schools." Mr. John D. Rockefeller, through the General Education Board, forwarded progress in higher education and so did a number of other foundations. Slowly but surely, with various economic and social factors playing their part, the Southern boards of education became aware of the fact that they could no longer treat cavalierly the legitimate demands of Negroes for better educational facilities.

During the depression, under such programs as the Public Works Administration and the National Youth Administration, Negroes received for the first time a more nearly equal share in the federal funds that were being made available for educational institutions. From this reviewer's experience as Advisor on Negro Affairs in the Public Works Administration, it can be said that this was largely due to the insistence of Harold L. Ickes that fair and equitable policies be enforced.

In the late years, however, many factors have been working for the Negroes—among them the social upheaval in connection with the Great World War, economic trends, the new position of world leadership of the United States, and a growing realization on the part of people of all regions of the country (though slower in some than others) that separate institutions based on race were unsound from many points of

view, not the least of which was moral. And so the issue was joined. And with the recent decision of the Supreme Court, in the matter of public education, the South joins the union.

Mr. Ashmore's book is divided into two parts. The first is an essay presentation of the facts—and a good one. The second part deals with statistics. In these figures Mr. Ashmore places more emphasis than I think the facts warrant on the economic factors in this whole matter of moving from separation to integration. I am not so sure I can agree with this emphasis because I believe that basically people are willing to pay whatever price they have to in order to maintain their prejudices, if these prejudices are deep enough. Over the years there have been many who have told the story of the great cost of segregation to the South: it appears, however, that the South was and is willing to pay the price in order to maintain a certain way of life. This is not to say the economic factors are unimportant, but it is my opinion that there are more influential factors.

There are many well written statements which contain a great deal of meat in this admirable book on Negro education. But the one that struck me most forcibly is in the concluding paragraph where the author sets out the realistic situation as a result of the Supreme Court Decision and strikes a hopeful note which I think is justified:

"In the long sweep of history the abandonment of *Plessy** by the Supreme Court may be written down as the point at which the South cleared the last turning in the road to reunion—the point at which finally, and under protest, the region gave up its peculiar institutions and accepted the prevailing standards of the nation at large as the legal basis for its relationship with its minority race. This will not in itself bring about any great shift in Southern attitudes, nor even any far-reaching immediate changes in the pattern of bi-racial education. But it clearly redefines the goal the Southern people, white and Negro, are committed to seek . . ."

One final word. In his book, Mr. Ashmore quotes several persons as saying in effect that Negroes themselves are not in favor of the Supreme Court decision and that if it were not for the handful of agitators and "Northern radicals" the South would not have been disturbed in its lethargy. Mr. Ashmore does not believe this. Neither do I. Here are two bits of evidence. Just recently the Governor of Mississippi called in a group of ninety Negro leaders from all over the state and told them how he felt about the Supreme Court decision and asked them to go along with his plan of voluntary segregation. These Negro men and women turned down the Governor's plea and stated flatly that they believed in the decision of the Supreme Court, despite the fact that there is some evidence that there will be economic pressures put upon Negroes in that state to go slow in their efforts to integrate the public schools.

In Hot Springs, Arkansas, recently a group of distinguished Negro educators met for two days to discuss the Supreme Court decision and its implementation and to issue a statement to the American people on how they, as Negro educators in the South, felt about it. At the conclusion of the two-day session, a public pronouncement was made on the part of these men welcoming the Supreme Court decision and urging that immediate steps be taken to implement it. Of course, there should never have been any doubt on this score.

The Ford Foundation and the Fund for the Advancement of Education are to be complimented on foresight in arranging for a monumental study on Negro education in this country, of which *The Negro and the Schools* is the first volume.

WILLIAM J. TRENT, JR.

CHILD STUDY *is especially glad to publish Mr. Trent's review of this important book in view of the Association's interest in contributing to the alleviation of tensions arising out of community efforts toward desegregation.* (*See pg. 13*)

* The case which established for half a century the doctrine of "separate but equal facilities."

The Emotional Problems of Children
By Harry Joseph, M.D. and Gordon Zern
New York: Crown, 1954. $3.75.

This book is likely to appeal to parents who seek ready answers to their questions. Occasionally we get a book which succeeds in stimulating parents to new awareness of how the world looks to a child struggling to grow up, so that details like toilet training and getting children to bed on time fall into place with only brief additional exposition. But to the lay reader, this does not seem to be the kind of book that helps one develop broader understanding. Rather, it stresses particular problems and disciplinary ways of dealing with them. Certainly Dr. Joseph has had wide experience in dealing directly with parents who have questions on such matters, and in giving individual children help with their problems. But the warmth that a personal interview may provide fails to penetrate the written admonitions in these pages concerning spanking, withholding of an allowance as punishment, what to do about destructiveness, nailbiting, etc.

Paradoxically, the attempt to be helpful on specifics has led the authors to make many doubtful generalities. An example is their comment on a serious type of obesity in children: "Study of the parent . . . reveals several important facts. The fathers are passive, inadequate individuals domineered by the mother who is an aggressive woman maintaining a strong hold on the family. She rejects the children but at the same time complains bitterly about her suffering."

This is an example not only of the broad statements in the book but of a sharpness which parents may often feel as punitive. Though the approach is doubtless a helpful one for some people in some situations, there are so many hard judgments and over-generalizations here that one would hesitate to recommend the book as a guide for the anxious parent—and we must remember that it *is* often an anxious parent who turns to a book about children's emotional problems.

Early in the book there is a startlingly abrupt and brief reference to the Oedipal period. Several other such references occur. These, and the problem of anal fixation, are finally discussed in more detail in a later chapter. But parents who have had no experience with these Freudian concepts may find it hard to digest such material passed along to them for quick consumption.

We are confronted today with a swinging pendulum, a reaction to the uneasiness engendered by the doctrine of permissiveness. This concept may now be ripe for reconsideration and modification, but regrettably Dr. Joseph and Mr. Zern have not provided the climate for a genuinely helpful reappraisal.

CHARLOTTE HIMBER
for the Book Review Committee

The Encyclopedia of Child Care and Guidance
Edited by Sidonie Matsner Gruenberg
New York: Doubleday & Co., 1954. $7.50.

The Encyclopedia of Child Care and Guidance is described as a "comprehensive and practical guide for today's parents" and all of the professions which work with children. It is also jacketed with the announcement that it is "complete"—"functional" — "up-to-date" — "reliable" — "informative."

These are powerful adjectives to live up to. But having looked at this 1,000 page volume first as a parent and then as a social worker, educator and student of human development, I can say that they are not overstatements.

The book is divided into four related sections: first, a relatively brief treatment of a vast number of subjects ranging alphabetically from Abilities to Youth Organizations; second, a listing of special national agencies as additional resources; third, a bibliography for extensive reading; and finally, a series of chapters, each written by an authority in his field, expanding certain general subjects. For instance, Margaret

Mead writes on the American family; Benjamin Spock on personality development; Nancy Bayley on children's growth; Sidonie Gruenberg on attitudes toward sex; and so on. These are only a few of the topics covered — this last section of some three hundred pages entitled "Basic Aspects of Child Development" would make a comprehensive volume in itself.

Great care has been taken by the editor to include in simple, straightforward language the answers to questions which all parents might ask at one time or another. Important to this reviewer was the fact that, authoritative as the answers might be, they were not offered as complete or isolated responses but were continually related to other significant content. This is true when physical matters are under discussion, but the system of cross references is perhaps even more complete where the emotional reactions of children are concerned. The discussion of nail biting, for instance, includes consideration of its causes, occurrence of the symptom, and things that will and won't help. It is followed by the notation:

"See also Tension and Chapters on Emotional Security and Discipline; What We Know About the Development of Healthy Personalities in Children; What the New Psychology Can Mean to Parents."

It is this method of presentation which avoids the pitfalls of any attempt to give an easy solution to complex problems.

The book does not err in expecting the parent to be an omniscient diagnostician and an omnipotent therapist. Limitations of understanding and skill are recognized and professional assistance is suggested when it is indicated. Though this is a non-technical presentation, over-simplifications have been avoided.

Parents constantly search for facts and this volume provides them, literally by the hundreds—blood types; diseases of childhood, their prevention, symptoms, incubation periods, degree of contagion, length of illness, home care; an immunization calendar; vitamin chart; drawings of poison ivy, oak and sumac; data on when teeth come in; instructions and diagrams on how to fold a diaper, take a rectal temperature, etc. If anything useful for parents has been omitted, I cannot think what it is.

Now, as a professional it must be admitted that I approached the *Encyclopedia of Child Care and Guidance* with some trepidation. Massive and frequently oversimplified compendia regarding facts and foibles of human behavior both awe me and anger me. Too often we see non-technical (and probably remunerative) attempts to solve mankind's ills by diluting highly technical theory and skill into a palatable "patent medicine" for lay consumption.

This is no such work. It is an extremely competent and thoroughly authoritative volume. It offers no panaceas, or simple solutions. In addition to being helpful to parents, it should provide a quick and easy reference source for locating that momentarily misplaced fact needed by professionals who work with parents and children or who are educating those who do.

Mrs. Sidonie Gruenberg, the editor, has for many years made an invaluable contribution to the children in our society. She and her collaborators have done it again in this encyclopedia.

BENJAMIN LYNDON

Helping Your Child's Emotional Growth

By Anna W. M. Wolf & Suzanne Szasz
New York: Doubleday & Co., 1954. $5.00.

For a good many years our books and articles for parents have been peopled with mythical Johnnies or Susies or Peters who might also have been called Sibling Rivalry or Frustration or Normal Curiosity because they had no real existence and were invented to illustrate A Typical Problem. While these fictional children performed a useful function (we are all indebted to their versatility), they somehow gave their unreal and insubstantial character to the typical problems they represented. This

fictional Johnny with his bleached-out sibling rivalry was poor comfort to the parent who owned an original one (in full color) and the parent reader sometimes felt that he and the expert couldn't be talking about the same thing. Very often, too, this mythical Johnny was given a set of parents who had also materialized from a bottle. These genies displayed a wizardry and inventiveness in moments of family crisis which most parents of this world found depressing.

For these reasons and many others it is a great pleasure to recommend a new book, *Helping Your Child's Emotional Growth*, by Anna Wolf and Suzanne Szasz. The families in this book are real families, the situations described are real. The scenes photographed are unrehearsed and unposed. This Susan's anger is real anger. This Johnny's terror at 2 A.M. is real terror. Sheila's mama does not find a ready solution to a bedtime scene. Leslie's mother cannot easily reassure her child when she screams in the barber's chair. While it is part of the educational function of this book to illustrate how many typical problems of early childhood *can* be successfully handled, the text and the pictures do not present solutions through formulas.

Mrs. Wolf reveals her outstanding qualities as a teacher and a writer in her lucid, straightforward prose, and her closeness to the feelings of parents. While she deals with concrete situations, typical problems of infancy and early childhood, the parent who reads closely will find that the techniques described in handling these problems grow out of a thorough understanding of childhood developmental phases and the meaning of behavior.

Suzanne Szasz's photographs are far more than illustrations in this book. They teach along with the text. They are technically superb and a delight to the eyes, but also they reveal a photographer with a rare gift for observation of behavior. I asked myself just now how it happened that each of these children, with his distinct personality, should be so clear to my mind even though I had never heard him speak. And I realized how much is revealed by youngsters through the face and body. Here, the instantaneous record of the camera reveals more than speech.

Although this book is primarily for parents, its scope and method of treatment suggest that its usefulness can be extended to professional training in the field of child education. I know of one University —and there may already be others—where *Helping Your Child's Emotional Growth* is being used in teacher education. As an introduction to the everyday problems of early childhood, it should be a valuable adjunct to basic courses in child development and mental hygiene in colleges.

SELMA FRAIBERG

Living and Learning in the Nursery School
By Marguerita Rudolph
New York: Harper, 1954. $2.75.

There is no doubt in one's mind after reading *Living and Learning in the Nursery School* that Miss Rudolph is one of those rare personalities who senses a child's particular need, who has just the right word at a critical moment, and who is able to give comfort when needed. Teachers like Miss Rudolph make the classroom alive with all the learning possibilities that abound in everyday living.

In this book there are no formulas for handling specific situations—but there is the kind of warmth and sincerity and understanding that will help parents in guiding their children. Growth is a slow process that cannot be hurried. We see this daily in the little things that happen to every child. Miss Rudolph makes it clear in her description of the nursery school as a "real world," an extension of home and its life. She tells how the children work and play together, how they begin to find their way in relationships with their own age group, whether it be in sharing a toy, in cooking, or watching the antics of the wind.

HEDWIG B. CRAVEN
for the Book Review Committee

New books about parenthood and family life

Selected by the CSAA Book Review Committee, Mrs. Jean Rex, Chairman

Books for parents

BABIES ARE HUMAN BEINGS: *An Interpretation of Growth.* By C. Anderson Aldrich & Mary M. Aldrich. Macmillan, revised 1954. 122 pp. $2.95. This classic, which discusses the physical growth and development of babies, has been brought up to date. One of the earliest books to recognize the baby's emotional needs and individuality, this warm and reassuring book has abiding value for parents.

BEING BORN. By Frances Bruce Strain. Appleton, revised 1954. 134 pp. $2.75. Important facts on human sexual development, conception, birth and feeding of infants are presented in easy narrative form, in terms appropriate for boys and girls of junior high school age. Originally written in 1936, the present edition incorporates some new material, though no basic change in attitudes.

CREATIVE RHYTHMIC MOVEMENT FOR CHILDREN. By Gladys Andrews. Prentice-Hall, 1954. 198 pp. $4.75. Unique and beautiful presentation of a way of teaching and understanding children's spontaneous action. The content includes art, language and dance material gathered from activities of children of different ages.

FACTS OF LIFE FOR CHILDREN. By the Child Study Association of America. Maco, 1954. 96 pp. 50c. This comprehensive book on sexual development discusses children's questions and parents' quandaries from the nursery years through adolescence. The so-called "facts" of procreation are treated fully and realistically, but always in the framework of human relationships and their potentialities.

THE FAMILY NOBODY WANTED. By Helen Doss. Little, Brown, 1954. 267 pp. $3.75. The moving story of a courageous couple who built a warm family unit with the help of their twelve adopted children. The children vary widely in age and almost all of them are of mixed parentage—Mexican, Indian, Oriental and white. The story of this very unusual family will interest and inspire parents of natural families as well as adoptive parents.

THE FIVES AND SIXES GO TO SCHOOL. By Emma Dickson Sheehy. Holt, 1954. 372 pp. $3.75. In discussing curriculum planning and classroom management, this author shows a fine understanding of the teacher's role and its difficulties. Although addressed to educators, the book will enlarge parents' understanding of the teacher's job.

FREEDOM FROM FEAR. By Lester L. Coleman, M.D. Hawthorne, 1954. 273 pp. $3.95. Covering real and unreal fears of children and adults, this book helps resolve unnecessary anxiety in everyday life. An excellent chapter on preparing children for surgical operations shows how parents and physicians together can help youngsters face surgery with a minimum of fear.

THE GENTLE HOUSE. By Anna Perrott Rose. Houghton Mifflin, 1954. 177 pp. $2.75. A warmhearted woman who has brought up a family of her own takes in an emotionally disturbed Latvian boy and helps him to a more stable life. Her handling of some of his stormy behavior may be a bit unorthodox, but her overall acceptance and patience inspire him to christen his new home "the gentle house."

HAVE FUN WITH YOUR CHILDREN. By Frances Horwich & Reinald R. Werrenrath, Jr. Prentice-Hall, 1954. 187 pp. $2.95. Simple creative things to do with young children. These are well selected and ingenious, and will be helpful to the parent looking for concrete playtime suggestions, but the discussion of children's deeper emotional needs is less satisfactory.

HAVE FUN WITH YOUR SON: *101 Things to do with Your 6- to 10-Year-Old Boy.* By Edgar S. Bley. Sterling, 1954. 124 pp. $2.50. A small volume filled with simple, practical suggestions for daily doings both in and out of doors, including creative projects and other educational experiences. Though the emphasis is on father-and-son activities, girls will enjoy many of the suggestions, too.

HELPING YOUR CHILD'S EMOTIONAL GROWTH: *A Pictorial Guide for Parents.* By Anna W. M. Wolf & Suzanne Szasz. Doubleday, 1954. 305 pp. $5.00. Nearly 400 photographs of unusual distinction accompany a sensitive text on helping your child to move healthfully through certain difficult periods of early childhood.

IN-LAWS PRO & CON: *An Original Study of Inter-Personal Relations.* By Evelyn Millis Duvall. Association Press, 1954. 400 pp. $3.95. Case history material, drawn from personal interviews and correspondence with middle-class families, provides the material for this study of

in-law relationships. Although the studies are limited, they are significant as an initial attempt to gather some facts.

LIVING AND LEARNING IN NURSERY SCHOOL. By Marguerita Rudolph. Harper, 1954. 174 pp. $2.75. This book is by a teacher with a real perception of the needs of the child in nursery school. It contains many helpful techniques and suggestions for any nursery school teacher, and for a mother looking for the right school for her child.

PARENT COOPERATIVE NURSERY SCHOOLS. By Katherine Whiteside Taylor. Bureau of Publications, Teachers College, 1954. 257 pp. $2.85. This is a detailed discussion of how groups of parents can organize a nursery school or play group for their preschool children. The importance of getting professional help from nursery school specialists before plunging in might be more strongly stressed, but the material on the relationships between children, parents and teachers is excellent.

PARENTS MAGAZINE BOOK FOR EXPECTANT MOTHERS. By Adeline Bullock, McGraw-Hill, 1954. 246 pp. $3.75. In simple, direct language, the author, herself a nurse and mother, gives useful and practical advice about pregnancy and childbirth. Suggestions, too, on helping other children accept the newcomer.

RELIGION AND HUMAN BEHAVIOR. *Vol. II, Pastoral Psychology Series.* Edited by Simon Doniger. Association Press, 1954. 233 pp. $3.00. A collection of 15 stimulating essays by experts dealing with the growing cooperation between the psychiatric sciences and religion.

ROOFS FOR THE FAMILY: *Building a Center for the Care of Children.* By Eva Burmeister. Columbia University Press, 1954. 203 pp. $3.25. With humor and understanding, the Director of the Lakeside Home for Children describes the emotional upsets and satisfactions involved in moving the children and staff from an old building to three new cottages which the children had helped to plan. Has many implications for any normal family on the move.

THESE ARE YOUR CHILDREN: *A Text and Guide on Child Development.* By Gladys Gardner Jenkins & others. Scott-Foresman, revised 1954. 306 pp. $3.50. An expanded revision of an earlier edition dealing with various phases of child development, there are separate chapters for each of the first nine years and one each on the preadolescent and adolescent years.

Books for those who work with parents and children

BREAKING PATTERNS OF DEFEAT: *The Effective Readjustment of the Sick Personality.* By Richard L. Jenkins, M.D. Lippincott, 1954. 270 pp. $6.75. Under a somewhat misleading title, basic patterns of development as well as their distortions are discussed by an eminent psychiatrist. Social workers, doctors and other serious readers will find this book lucid, forceful and heartening.

CHILD CARE AND THE GROWTH OF LOVE. By John Bowlby, M.D. Pelican, 1954. 190 pp. 50c. This pocket summary of Dr. Bowlby's significant report on *Maternal Care and Mental Health,* originally prepared under the auspices of the World Health Organization, presents the main data of that report minus some of its technicalities. Oriented toward workers with a background in child development, it deals specifically with the effect on children of too early and ill-advised separation from their mothers. Dr. Bowlby's findings are basic to our knowledge of human personality.

THE EARLY YEARS OF LIFE: *A Psychoanalytic Study.* By Alice Balint. Basic Books, revised 1954. 149 pp. $3.00. A presentation of basic psychoanalytic doctrine as it is revealed in the early stages of psychosexual development. The concepts behind the presentation require detailed knowledge of Freudian psychology.

GUIDANCE THROUGH DRAMA. By M. Jerry Weiss. Whiteside Press, 1954. 333 pp. $3.95. The book presents six plays designed to evoke discussion of typical problems of adolescents. Entering military service, choosing a vocation, young love are some of the themes treated. This book offers valuable material, but does not stress sufficiently the need for skillful handling of this type of discussion.

INTRODUCTION TO PSYCHIATRY. By O. Spurgeon English, M.D. & Stuart M. Finch, M.D. Norton, 1954. 621 pp. $7.00. An up-to-date, well organized reference book of psychiatric information. Since more than usual space is devoted to disturbances of childhood, it will be of special value for those interested in children and their families.

A PRIMER OF FREUDIAN PSYCHOLOGY. By Calvin S. Hall. World Publishing, 1954. 137 pp. $2.50. Not a simple or easy exposition, this volume makes use of source material from Freud's own writings. Expressed in psychoanalytic terminology, these excerpts may be valuable for students and research workers.

THE PSYCHOANALYTIC STUDY OF THE CHILD. *Vol. IX.* Edited by Ruth Eissler, Anna Freud, Heinz Hartmann, M.D., Ernst Kris. International Universities Press, 1954. 369 pp. $7.50. Annual volume of technical papers on problems of child development, education and treatment. For professional workers with considerable psychoanalytic background.

SEX AND MORALITY. By Abram Kardiner. Bobbs-Merrill, 1954. 266 pp. $3.00. A thought-provoking discussion of sex and marriage in many different societies both primitive and civilized. The author concludes that our Western European system of patriarchal monogamy has brought the best fruits in human satisfaction. However, he shows that the family is threatened today by many forces in society, particularly homosexuality which he believes is on the increase.

TREATMENT OF THE DELINQUENT ADOLESCENT: *Group and Individual Therapy with Parent and Child.* By Harris B. Peck, M.D. & Virginia Bellsmith. Family Service Association, 1954. 147 pp. $3.25. Report of an interesting experiment in group therapy with both parents of delinquents and with the children themselves. Of interest primarily to professional social workers, but also to all who want more understanding of the causes of delinquency.

Books on special subjects

THE CHILD, HIS PARENTS, AND THE NURSE. By Florence G. Blake. Lippincott, 1954. 440 pp. $5.00. An illuminating discussion of the many challenges in maternity nursing and the nursing of older children. The latest and best information on the instinctual needs of infants, the mother-child relationship, the infant's place in the family group and the psychology of the growing child in sickness and health is skillfully presented.

CHILDREN FOR THE CHILDLESS. Edited by Morris Fishbein, M.D. Doubleday, 1954. 221 pp. $2.95. A concise explanation of the medical, scientific and legal facts about conception, fertility, sterility, artificial insemination, adoption.

EDUCATING THE SUB-NORMAL CHILD. By Frances Lloyd. Philosophical Library, 1953. 148 pp. $3.75. Addressed to educators, but of value also to interested parents, this volume is based on observations made in an English school geared to the sub-normal child. The gains growing out of constructive treatment, both for the community and for the child, are emphasized.

LANGUAGE ARTS FOR TODAY'S CHILDREN: *Commission on the English Curriculum of the National Council of Teachers of English.* Appleton, 1954. 431 pp. $3.75. The techniques used in teaching the language arts in the public school curriculum are here described, with emphasis on an underlying philosophy of education. Although the book is directed toward English teachers primarily, it will prove illuminating to parents concerned about the present controversy over educational methods in the schools.

MASS MEDIA AND EDUCATION. Edited by Nelson B. Henry. University of Chicago Press, 1954. 290 pp. $3.25. A source book on the presentation of the mass media which offers no blueprints, but gives the general public background for better use of our papers, radio and TV today, and better planning for the future.

THE NEGRO AND THE SCHOOLS. By Harry S. Ashmore. University of North Carolina Press, 1954. 220 pp. $1.25. An illuminating history of the Negro's forward march in education in this country, and of the forces and people who have helped or hindered it. Published by chance on the very day the Supreme Court handed down its decision on segregation, it follows the story up to that historic moment.

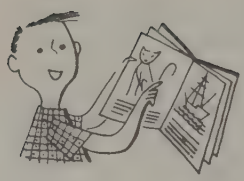
OUT OF WEDLOCK: *A Study of the Unmarried Mother and Her Child.* By Leontine Young. McGraw-Hill, 1954. 259 pp. $4.00. A social worker offers her theoretical viewpoint on the unconscious motivations of unmarried mothers. The author's work with these girls suggests that particular difficulties in their own early child-parent relationships frequently play a part in the situation. Some of this material sheds light on parent-child relations in general.

PUBLIC EDUCATION UNDER CRITICISM. By C. Winfield Scott & Clyde M. Hill. Prentice-Hall, 1954. 414 pp. $4.75. The critics and the defenders of public education as it is today argue their cases in articles chosen for reprint from professional and lay publications. A very thorough presentation of both sides of the current controversy over the public schools.

SCHOOLS IN TRANSITION: *Community Expeperiences in Desegregation.* By Robin M. Williams, Jr. & Margaret W. Ryan. University of North Carolina Press, 1954. 272 pp. $3.00. A vivid, heartening description of the experiences of a number of border-state communities in integrating white and Negro children and teachers in their public school systems. Valuable suggestions for parents and community leaders on carrying out desegregation with a minimum of friction.

THE UNMARRIED MOTHER IN OUR SOCIETY. *A Frank and Constructive Approach to an Age-Old Problem.* By Sarah B. Edlin. Farrar, 1954. 189 pp. $3.00. A director of a home for unmarried mothers writes in rather personal style of her experiences in the last forty years. She discusses the deeper motivations that lead a girl to unwed pregnancy. Of interest also to all those concerned with rebellious young people and their inner conflicts.

This selective booklist is compiled by our Book Review Committee as part of its continuous evaluation of books for parents and workers in the child care field. Our policy, however is to keep the advertising columns open to responsible publishers whether or not titles advertised appear on the Association's lists.



Book sets for children

Childcraft. 15 *volumes.* Field Enterprises, Inc., Chicago; $79.50.

My Bookhouse. 12 *volumes and premiums.* The Bookhouse for Children, Chicago; $79.50.

Children's Hour. 16 *volumes and premiums.* Spencer Press, Chicago; $119.50.

The sections in these sets addressed to parents are reviewed separately.

Volumes for children

The idea of a book set which will satisfy a child's reading needs over many years appeals to some parents; others resist it. Those who have ready access to school or public libraries, or well stocked book stores, may feel no need for such a set. Not all parents in the United States are so fortunate. The picture in many parts of the country is discouraging, whether in the country or in the city.

True, there are more books published for children today than ever before, but we are told that most children in the United States do not see them. According to Miss Helen R. Sattley, Director of School Library Service, New York City Board of Education, one third of the United States has no library service, one third has minimum service and only one third has adequate service.

For the child whose reading opportunities are limited, a book set can bring much pleasure and profit, can satisfy many of his reading needs and can whet his appetite and serve as incentive to seek out more books as he wants them. It should be noted, however, that a book set does not take the place of individual books. The passive acceptance of a book set as the complete, all-inclusive reading diet might well deprive a child of the fun and excitement of choosing his own reading.

The book sets under review here are not to be confused with encyclopedic sets. (reviewed in CHILD STUDY magazine, Fall 1951). The encyclopedia presents informational reference material; these book sets offer stories and poems designed for reading in the family, with further sections for shared play and creative experiences. Children of various ages may enjoy them, read alone or aloud. The following sets have recently been revised.

Childcraft's fifteen volumes will be attractive to children in the early-to-middle reading years of four to ten or eleven. The binding is sturdy, the paper of good quality. The size of the type and the colorful endpapers will attract the young reader. The quality of the selections varies. Most are drawn from the works of well-known authors, and colorfully illustrated by some of our best children's illustrators. There is a complete index in volume 15.

The first six volumes contain the traditional poems, stories, folk and fairy tales and biographical sketches. They cover a wide range, beginning with the nursery years. The selections offer good reading entertainment with many appealing illustrations. One might wish, however, that the editors had reached further into the rich store of modern children's stories.

Outstanding in the set is the volume on art which is patterned after the children's classes in the Museum of Modern Art in New York. Again, this book will appeal to a wide age range, offering a fine introduction to various art materials and their uses and to great art, both old and modern. It encourages the reader to try his hand at cre-

ative art by sharpening his own awareness of beauty in the world of shapes and colors around him.

The music volume is largely a collection of songs for the younger child. The small amount of text gives an elementary approach to sound and rhythm, but one misses anything about composers or what is involved in composing music. A list of records, also of interest only to the young child, is included.

The craft and activity volume is generally good, and will be useful in stimulating interest in new activities. Unfortunately, many of the chapters are addressed to the child when obviously they are meant for the parent.

Volume 7, "Exploring the World Around Us," gives accurate natural history information, with fine illustrations, especially helpful for children who can't go to zoos. A volume on science, designed to explain basic elementary scientific facts to young readers, also offers good, simple directions for home experiments.

My Bookhouse is a varied collection of reading material aimed at providing a comprehensive literary background for the child. The set is intended for children from nursery age through twelve years, though some of the material seems more suited to even older readers. The selections have a comforting familiarity for nostalgic parents. Since the set carries a 1950 revision date, one would have expected that it would also contain some of the fine newer literature for children.

Included are stories and poetry, folktales and legends, great nations' epics and excerpts from children's classics. The contents are graded to fit the child's growing needs. It is too bad that many of the selections have been poorly adapted. In some cases the language is obscure and even archaic. The volume "Halls of Fame" is devoted to biographical sketches of literary people, with nothing about the many famous names from other fields one might expect to find there.

Macmillan Books

FOR BOYS AND GIRLS

Spring, 1955

LULLABY FOR EGGS
by Betty Bridgman and Elizabeth Orton Jones
A tender poem about the treasures of tiny eggs in the nest. Ages 4-8
Boards, $1.75 Cloth, $2.25

MISS POSY LONGLEGS
by Miriam E. Mason
Illustrated by Maud and Miska Petersham
An easy "first" reader with many pictures about a young frisky calf. Ages 8-10 $1.75

WHERE THE TURNPIKE STARTS
by Harriett H. Carr
The story of a courageous girl who shared in the struggles for Michigan statehood.
Ages 12-16 $2.50

DANGERLINE
by T. Morris Longstreth
An exciting story of mysterious intrigue on the East German border. Ages 14-16 $2.75

THE BOY WHO HAD NO HEART
Written and illustrated by Maud and Miska Petersham
A selfish little boy learns that a kind heart brings happiness. Ages 6-8
Boards, $2.00 Cloth, $2.75

PYSEN
by Edith Unnerstad
Illustrated by Louis Slobodkin
The escapades of an adventurous small boy who was very independent. Ages 8-10 $2.50

JOHN RATTLING GOURD
by Corydon Bell
A collection of stories and legends of the Eastern Cherokee Indians. Ages 8-12 $2.50

The Macmillan Company
60 FIFTH AVENUE, NEW YORK 11, N.Y.

The paper, type and binding of this set are satisfactory. The illustrations give some of the volumes an old-fashioned charm, but more often just an out-of-date look. The uniformity of color tends to monotony. A distracting feature of the set is the repetition of the set's title and the volume's title at the top of each page.

The Children's Hour is a collection intended for the pure joy of reading. It is a discriminating selection from the writing and illustrations of notable authors and artists, attractively presented in sturdy, handsome volumes, ranging widely over all the material, old and new, available for children. There is something wonderful in this set for every child.

The set begins with an excellent volume of stories for the nursery age and continues up to high school readers, with poetry, fairy and folk tales, adventure and animal stories, mystery, sports, humor, myths and legends, excerpts from children's classics as well as modern literature, stories of other lands, biographical sketches and science fiction.

The volume of "Best Loved Poems" brings together a varied and distinguished collection of poetry, including some by great poets of our own times. There is a really good collection of mystery stories, usually hard to find in this age range. The stories in "Caravan of Fun" are truly humorous and delightful. A volume titled "Leaders and Heroes" presents a wealth of biographical stories of famous persons, covering many fields and periods. The final volume includes brief biographical sketches and photographs of the contributors, along with an index to the whole set.

Some children may find this richness overwhelming, and the weight of the books a bit unwieldy. But for the child who likes to read or who can be tempted to dip in, this set will be rewarding. There are some minor defects: it would have been helpful and conducive to further reading if the original source of the selections had been given with each selection; instead, the reader must hunt it up in the index in the final volume. Also, in those volumes which divide the material for younger and older readers, it is not always clear how or why or where the division is made. But these flaws do not outweigh the high worth of this set for the reading child.

A one-year subscription to the magazine, *Treasure Trails*, which includes poetry and stories, puzzles and craft ideas, goes with the set.

ELLEN PRYOR, FANNIE C. GITTLEMAN
AND RUTH GOLDENHEIM
for the Children's Book Committee

Volumes for parents

The last four volumes of *Childcraft* are for parents. In them 155 leading child guidance specialists set forth the basic principles of child development from birth to ten years, and offer their practical knowledge to help parents understand and enjoy their children during this period. The many lively photographs that illuminate the text are delightful, though it seems a pity that only Anglo-Saxon families are included.

Volume 12, "You and Your Family," focuses on the family as a whole, including grandparents and in-laws, with a comforting awareness of the inevitable ups and downs of living with other human beings. The bulk of the material, dealing with common events, is supplemented by helpful information about such special situations as that of the adopted child or stepchild, and of divorce or death in the family. There are also chapters on the handicapped—the blind child, the crippled child, the mentally retarded child—each with a list of helpful books and organizations to turn to.

Volumes 13, "Your Young Child," and 14, "Your Child Goes to School," focus on the child himself—how he grows and what he needs from his parents. It offers practical help in guiding children through the problems connected with eating, sleeping, toilet training, play, illness, curiosity about sex, starting school, enjoying creative activities and many others.

Volume 15, "Your Child in Today's

Ancient Egyptian "Grease Job"

Ancient Egyptians greased their chariot axles with petroleum they found in natural seepages. Noah used petroleum pitch to calk the Ark. And in this country, soon after the first successful well, oil sold for 10¢ a barrel. These and many more historical and modern facts you find about oil in World Book Encyclopedia's exciting article on "Petroleum." This article takes you through all the ages of man's experience with the magical black gold.

You'll discover that petroleum used to be bottled as a medicine, that at one time refineries threw gasoline away because they didn't know what to do with it. You visit oil fields, meet the drilling crews, learn what a "Christmas Tree" is, what "spudding in" and "whipstocking" mean. You are there in all the excitement when a "big one" comes in.

World Book's "Petroleum" Article—21 fascinating pages including diagrams, photographs, and a list of 22 related subjects—is typical of World Book coverage. In World Book, you learn about the *entire* subject—from the men who know it best. Little wonder why, year after year, more people buy World Book than any other encyclopedia.

World Book ENCYCLOPEDIA

Field Enterprises, Inc., Educational Division, Merchandise Mart Plaza, Chicago 54, Illinois.
Also publishers of Childcraft, America's famous child development plan.

World," deals with such subjects as the mass media, living with neighbors, home and school relations, working mothers, community family guidance services and so on. The last third of the volume is a detailed index to the entire *Childcraft* set, making reference easy for the busy parent.

Unfortunately, discussion of religious training is almost completely omitted. There are only two isolated paragraphs on the importance of spiritual values. Undoubtedly this was a thought-out policy based on the fact that religion is a very personal matter for each family. But today more and more parents are concerned with the religious education of their children, and some universally helpful guiding principles would have been welcomed.* Otherwise this is a comprehensive and excellent guide for parents. A premium pamphlet contains suggestions to the family for the use and enjoyment of the set throughout the year.

My Bookhouse also has one volume addressed to parents: "In Your Hands," a guide to the use of the whole set. Unfortunately, it seems to make possible the misuse of the resources in the other volumes, suggesting a stereotyped, self-conscious use of the selections from literature. The emphasis on "habit formation" is rigid and the concept of personality development through reading is oversimplified. On the credit side is that section of the volume which gives useful suggestions for activities and practical information about play materials.

The Children's Hour has a section of volume 16 addressed to parents, offering inspirational guidance for developing children's reading interests and tastes, and for helping them toward a love of good books. Offered as a premium with this set is a series of pamphlets on child development and child care, published by Science Research Associates. All three of these book sets also offer advisory service by mail.

PENELOPE PINSON AND EDA LE SHAN
for the Book Review Committee

* See, e.g., the Fall 1953 issue of CHILD STUDY magazine, "Our Children and Religion."

Children's book meeting

"Children's Reading in this Television Age" was the subject of discussion at the Annual Fall Meeting of the Child Study Association Children's Book Committee, held November 17th, under the chairmanship of Mrs. Hugh Grant Straus.

Opening the discussion, Josette Frank of the Child Study Association staff voiced the Committee's conviction that children are reading more today than most of us think; more books are being published and are reaching more children than in earlier generations. But books are no longer the only sources of information, education and culture for youngsters, and we must measure the growing role of the mass media in communication.

Helen R. Sattley. Director of School Library Service of New York City's Board of Education cited the insufficient library services for children available over the country.* Children will read books, she said, if they have as much chance to get acquainted with them as they do to know and enjoy the mass media.

Jeanne and Robert Bendick, co-authors of *Television Works Like This,* both stressed the values to be obtained from television at its best, as a shared experience between parents and children. Good television, they said, can be compared with good books, and parents need to guide children's viewing as well as their reading to help them pass from the literal to the literate stage.

Anna Perrott Rose Wright, author of *Room for One More* and *The Gentle House,* related her experiences with three foster children, all of them with difficult emotional problems. How she weaned the adolescent girl from trashy movies and stories to better reading, found simple factual books to appeal to the boy who had trouble learning to read and used television and comics to widen a d.p. lad's comprehension of English literature made a heartwarming and absorbing story.

* See pg. 36 for further comments on children's library services.

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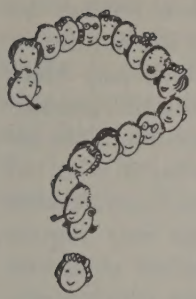

Parent's Questions

These questions are selected and discussed by the Child Study Association staff, and the answers written by its various members

Curiosity about death

How much should I tell my six-year-old son about death? He hasn't known about death at first hand, but he keeps asking me about it again and again. I don't understand why he should be so curious and I must say I haven't known what to tell him.

MRS. R. G.

Children are all interested in death, at one time or another, and puzzled about it. But as you describe it, your son does seem to be unusually absorbed in the matter. To know just what it means to him, we would have to know a good deal about him and about what his experiences have been up to now. But we might offer a few suggestions that apply to children by and large, and you can judge whether or not they apply to your boy.

The first suggestion is that he may be more persistent in asking about this because, as you say, you have not known what to tell him. Children inevitably hear about the death either of some person or of a pet. And when your son came to you the first time he may have felt put off by not having received a direct answer. This may have given him the idea that the subject is a mystery, and may have fanned his interest and excitement. Death is not an easy matter to explain, for any of us, but children usually accept quite well whatever explanation the grownups can honestly give them, out of their own beliefs. They can even accept it when they are told—if this is what we believe—that death is something that we, too, find it difficult to understand.

There are other possibilities, too, behind your boy's repeated questions. Perhaps he is afraid that this mysterious something might happen to you or to his father, and that there would then be no one to look after him. Or he may be afraid that something will happen to *him*, through illness or some other cause. This is not at all unusual for children at this age. In talking with him, it would be wise in any case to give him the idea that death usually comes only to people when they are old, much older than you are now.

And then there is the final possibility that his questions may have nothing to do with death at all, but are the indirect expression, or mask, if you will, of concern with something quite different. Not infrequently children associate death with birth in a way that would seem way ahead of their years. Actually it is not such a far jump from the question of "where do we go after we are dead?" to "where do we come from in the first place?" It would be best not to act on this possibility abruptly; but if you think that your son may have some questions about birth and sex that he is puzzling over, it might help if you gave

him an opportunity to talk this over with you, too.

It is just possible that his questions about death will taper off and even disappear if he has had a chance to settle some of his other concerns. In any event, talking with you frankly about one thing may make it easier for him to talk to you about what may be really bothering him in another area.

Written advice and live problems

I read a good many articles and pamphlets and I often think they are excellent. Yet they don't seem to help me handle difficulties I am having with my child. For instance, I'm trying to get my two-and-a-half-year-old daughter to give up her bottle. She can drink out of a cup nicely and likes to feed herself with a spoon, but she still wants a bottle on waking and on going to bed, and even during the day when she's tired. From what I've read this isn't too serious a problem, but relatives and friends tell me I should do something about it. The articles suggest I should encourage her to be grown up without expecting too much of her. I've tried to do this. Why doesn't it work?

MRS. J.S.

This question—why your reading on child care doesn't give you enough help to clear up a specific difficulty – is one that many parents ask.

It seems that there are a number of reasons why this is so. Each child has his own rate of development and is also influenced by the interaction between himself and his parents. Therefore, every situation presents factors peculiar to itself. Printed material must necessarily deal with general principles from which parents may select what is applicable for them. A printed article may start them thinking in new ways about their relationship with their child, but often this does help clear up immediate difficulties.

Parents are likely to have feelings toward a child of which they are not aware, and it is these feelings which may block them in using the written material. Increasing our intellectual understanding does not always help us discover what it is in our feelings that is getting in our way. Understanding one's own feelings may require some exploring with a skilled counselor. Frequently the give and take which is possible in one or two such discussions enables the parent to clarify his feelings and gain a new perspective. The services of a counselor in parent-child relationships are not always available, but in most communities there are doctors, ministers or other professional people with understanding of family relationships who are interested in helping parents find answers to the questions they have about their children.

Nevertheless it *is* possible to gain reassurance, information and new ideas through your reading, and there is a degree of comfort, too, in knowing that your questions are also raised by many other parents and that articles and pamphlets are written to help answer them.

Your immediate concern—your daughter's need to keep the bottle—sounds like a temporary difficulty not unusual at this age. You might find it interesting to consider whether your anxiety about it stems chiefly from the disapproval expressed by friends and relatives which you mention, or whether, perhaps, you yourself have some feelings about this particular thing which you have not realized.

"Bright for his age"

We have a little boy, Bobby, three years old, who appears to us to be very bright and advanced for his age. He doesn't like to play with the other children his age in nursery school because—we think—they are too immature for him. He is bored with the routines of nursery school and playing with such childish things as blocks and slides. I must admit the other children seem like

babies next to him — Bobby can already read. My husband and I have thought that maybe Bobby should be tested to determine how bright he is, and then given special things to do in keeping with his I.Q. We both feel that his abilities should be encouraged. What do you suggest?

MRS. C.L.

Bobby may very well be bright and advanced for his age intellectually. Development is many-sided, however; intellectual development should not be at the expense of emotional growth and social relationships. A boy like Bobby may be like a five-year old in being able to read and understand things, but may be much younger in his ability to play with the other children, to share things and to tolerate frustration.

We have seen often that intellectual achievement not grounded in emotional maturity is not sustained; sometimes it may even become a barrier to good relationships with other people. We are all familiar with the very bright person who is shy, the "brilliant" student who is lonely and apart. In these cases, emotional development has not kept pace with the intellectual achievement.

While Bobby may be precocious intellectually, and you are naturally proud of this, nevertheless he does seem more immature than some of his age-mates in forming social relationships. Without realizing it, you may be over-encouraging him in one direction and not helping him develop in the other.

It might be a good idea to have him tested now, for your own satisfaction. But maybe, too, you could help him at present by encouraging him to play with children his own age and enjoy the playthings and activities that are appropriate to his age. Quite possibly you are seeing this from your own point of view; the boy may really not be so comfortable in pushing ahead beyond his playmates, and may be yearning to bridge the gap between himself and them.

On the other hand, if Bobby continues to show marked differences in interest from the other children his age, you might try, without pushing him, to give him a chance at more challenging play and activities. Each child does have to grow in his own way, and adaptability is only one measure of his progress.

Books on the "facts of life"

Can you suggest a book — or books — I could give to my nine-year-old boy about what are usually called "the facts of life"? I've told him as much as I thought he needed, but he seems unsatisfied and I feel that the right book could answer his questions better than I can. Is there such a book?

MRS. A.G.

Yes, there are such books—one or two very good ones: Dr. Milton I. Levine and Jean H. Seligmann's *The Wonder of Life*[1] answers specifically the kind of questions children of that age are apt to ask. Sidonie Matsner Gruenberg's delightful storybook, *The Wonderful Story of How You Were Born*,[2] does more than give facts—it conveys attitudes toward sexual matters in a warm and friendly narrative. Inside the jacket, Mrs. Gruenberg has written a "note to parents" on how to use the book, suggesting also how much any book can and cannot do to help children clarify their

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1 *The Wonder of Life*. By Milton I. Levine, M.D. and Jean H. Seligmann. Simon & Schuster, 1940. $2.00.

2 *The Wonderful Story of How You Were Born*. By Sidonie M. Gruenberg. Hanover House, 1952. $2.00.

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thoughts and feelings about this aspect of life.

So much of what you tell your child will be conveyed not by your words but by your own attitudes and feelings shown from his earliest years. This is more important than the "facts," though children want these, too. Books can help, but your boy should feel that you are also available and willing to talk about the things that interest or puzzle him.*

* The parent who wants further help in answering questions might turn to a new pamphlet, *The Facts of Life for Children*, by the Child Study Association of America (MACO, 50c). This book is for parents' guidance, and is not intended to be given to children.

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WRITE TO:

Leonard Wilmot, Minister of Preschool Education
Myers Park Baptist Church, Charlotte, N. C.

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Lila J. Lifson, Business Manager

Sworn to and subscribed before me this
31st day of August, 1954.
(SEAL) John F. Simpson
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No. 41-3682300
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Cert. filed with New York County Clerk and Register
Term Expires March 30, 1955.